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Seyed Hossein Fazeli, Ph.D.

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Role of Speech Therapy in Overcoming Lexical Deficit in Adult Broca's Aphasia

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Mehran University of Engineering and Technology Jamshoro, Pakistan

Abstract

This is an exploratory study and qualitative in nature. Unit of exploration is 'Adult Broca's Aphasic Patients.' This paper aims to explore the function and integrity of 'Speech Therapy' for adult Broca's aphasia. Aphasia is the after-effect of brain damage, commonly found in left hemisphere which disrupts language faculty. Present study focuses on 'Lexical' aspect of language in which an individual faces trouble in processing of words. In Broca's aphasia affected individual suffers from diminished capability of speaking/communication. To recover such diminished capabilities, speech therapy is utilized. This study intends to investigate the effectiveness of speech therapy that how speech therapy helps to adult Broca's aphasia to recover their speaking or conversing skills? Participants of the study are 'Speech therapists.' Purposeful sampling, particularly Snowball sampling has been undertaken. Semi-structured interviews have been conducted from five speech therapists, which have been analyzed through thematic analysis under the light of 'Sketch Model' given by De ruiter and De beer (2013). Findings of the study suggest that speech therapy may be proved helpful for Broca's aphasia to recover their communicating capabilities but it requires much time (minimum 6 months). Moreover, recovery depends upon certain factors. For instance; Age, Level of disorder and Willingness.

Keywords: Broca's aphasia; Lexical deficit; Speech therapy; Communication; Speaking skills

1. Introduction

This research paper affiliates with neurolinguistics, which is one of the fields of linguistics that investigates language impairments that follow brain injury in terms of language structure (Basso, Frobes & Boller, 2013). Neurolinguistics converses about neural processes that regulate language acquisition, comprehension, production, and communication disturbances. Therefore, it undertakes 'Speech identification,' 'Lexicon' and 'Sentence formation,' 'Semantics' and 'Discourse' in both; normal talkers and those who have language disabilities (Ingram, 2007).

Lots of people believe that the physical basis of language is in the lips, tongue or ear. But deaf and dumb people may have complete linguistic system. People, who are incompetent to move their vocal cords, may still be competent to apprehend language. Language is most precious possession of humans that is omnipresent. It is as essential as air for breathing to humans. All language-deficit conditions are not always genetic. Aphasia is also one of them. There are numerous reasons that can cause aphasia. For instance; 'stroke,' 'head injury,' 'accident,' 'shock' or even an infection in the brain. However, stroke is considered as the largest threat to language skills. Due to this illness, the link between brain areas governing language and organs connected with language is shattered, which affect language skills (Qayyum, 2015).

There are diverse categories of aphasia. But, present study deals with Broca's aphasia which is one of the types of aphasia. Broca's aphasia is also known as 'non-fluent aphasia' because in this, affected individual have flaw in the area of language production. While, comprehension of language remains unimpaired (Goodglas & Kaplan, 1972). Broca's aphasia may be found in people with varied ages. However, this study has particularly centered adults.

Aphasia can disrupt different levels of linguistics such as, morphology, phoneme, syntax, semantics, pragmatics and lexis (Edward & Salis, 2015). However, this research paper on the whole deals with lexicality (Lexical deficit condition), which is diminished condition of vocabulary. Basically, it is deterioration to one or more of the systems in the processing of words. For instance; difficulty in practicing words during reading, spelling, comprehension and even producing single word. (Rapp & Caramazza, 1991). Every person requires to do contact with one another. So, language is the tool to make this contact possible, and means of communication as well. Language process does not experience any impediment for normal people, because language simply slides from utensil. On the other hand, who have restraints in their minds, they experience difficulty in the communication process as well. Such difficulty is experienced by people with Broca's aphasia (Hartini, Sudana & Gunwana, 2021). In order to get better and cope with lexical deficit condition, present study has selected Speech therapy as gear for people with Broca's aphasia. Speech therapy is a technique or service that supports to progress language development, practical and communicative language skills (Smith, 2014). Usually, process of speech therapy begins by determining disorders. When disorder is identified, then best way is acquired to treat present condition. In speech therapy, exercises may differ according to age and condition. Some activities have been mentioned by Longhurst (2019) for children:

- Develop connection via talking, playing and by means of books, pictures and other things which can arouse language progress.
- Upskill children through apropos age games that can correct their sounds in terms of uttering syllables.
- Provide suggestions to parents or care giver to perform some activities at home for speech therapy.

While, Rowden (2021) have suggested following different tactics for adult speech therapy:

- Train them through problem sorting activities and conversation practices.
- Employ breathing exercises to assist echo problems.
- To make verbal communication stronger, carry out mouth drills.

Succeeding section (2) reviews all the related studies that have been done in the line of work of speech therapy for adult aphasic patients. Alongside, historical background of aphasia and theoretical framework has been discoursed. Moreover, methodology section (3) talks over following aspects of present article: paradigmatic, epistemological, ontological and axiological stances of study; employed sampling and tool; site of study, procedure of data gathering and its analysis. Whereas, section (4) reveals the results of gathered data. Lastly, section (5) provides conclusive lines with the implications of study and recommends propositions for forthcoming researches.

1.1 Aim and Objectives

This paper aims to explore the role of speech therapy in terms of its function and integrity for adult Broca's aphasia to overcome lexical deficit condition during speaking or communicating with others. This study intends to investigate the effectiveness of speech therapy for people with Broca's aphasia to recover their performance in terms of speaking or conversing skills.

- To explore the use of speech therapy for adult Broca's aphasia to deal with lexical deficit state in communication process.
- To investigate the effectiveness of speech therapy to recuperate speaking and conversing capabilities of people with Broca's aphasia.

1.2 Research Questions

Q: 1 How does speech therapy help to adult Broca' aphasic patients to overcome their lexical deficit state in order to enhance their communicating abilities?

Q: 2 To what extent speech therapy is effective for people with Broca's aphasia to recover their speaking and communication skills?

2. Literature Review

In this part, historical background of aphasia and contributions of different researchers have been discussed, regarding the starring role of speech therapy in aphasic condition. Additionally, it has demonstrated the theoretical frame work that imparted dimension to the study for research questions and data analysis.

2.1 Historical Context of Aphasia

Study of aphasia associated with specific areas of brain, particularly left hemisphere was initiated in 19th century by two well-known neurologist; Paul Broca and Carl Wernicke. Paul Broca was basically a surgeon in France. For a long time, he observed a patient, named M. Leborgne. Leborgne seemed to comprehend, but was incapable to speak save for a meaningless recurrence of "tan." After some time period, he became paralyzed by his right arm and leg. Later, Leborgne's death autopsy unveiled substantial brain damage in his brain. The part of brain that got damage was fronto-temporal, undoubtedly caused by cyst. Broca also examined other cases related to this, and revealed his findings in 1861. He proclaimed in 1865 that our left side of brain is involved when we talk. Carl Wernicke was a German neuro-psychiatrist. After nine years, he provided description of eight persons, who also had language impairment following brain damage. Though, this language disorder was not similar to that was described by Broca. These individuals had trouble in apprehension, could speak smoothly. Whereas, Individuals with Broca's discovered disorder were capable to apprehend, but their speaking had many lexical and semantic omissions and meaning was tapered. On the behalf of investigation, held during post-mortem, both physicians detected that the lesions are in the left cortex. Broca described a lesion in the frontal lobe. On the other hand, the injuries examined by Wernicke were posterior to this (Edward & Salis, 2016).

2.2 Reviews Related to Speech Therapy

Speech therapy or speech pathology is a domain of skill, applied by clinician. Its beginning lies in America around 1925, when speech disorders and speech correction were taken into consideration at the level of practice. Far ahead in 20th century, its execution commenced at broader level. Various studies indicate that speech therapy is being used as a mediating service that works on language improvement. Speech and language therapy is being used widely for aphasic patients, having different etiologies. It has shown to be effective. It targets to maximize the performance. A meta-analysis recognized thirty controlled trials with speech therapy that were performed between 1969 and 2009. It shown beneficial results in a variety of linguistic parameters. For instance; impulsive speech, use of gestures, severity of aphasia, expressive written skills and most important apprehension. During therapy, patients learn new tactics of interaction to use in everyday life that improve his/her communication abilities by engaging them in many language-based activities (Farrajota, Maruta, Maroco, Martins, Guerreiro & Mendonca, 2012).

As, Latif (2015) stated that aphasia is a condition that disrupts communication skills. In this regard, speech therapy is taken as an implied option to boost communication skills. Further, he added, speech therapy is an individualized in nature, depend upon patients' state and requirements as gauged by speech therapists. Majority of the patients pass through a period of prompt recovery, following brain injury in which they recuperate a great deal of language function. During practices, patients repeat words and phrases. Patients recover a great deal of language function with different pace.

However, some researches reveal the role of speech therapists in the recovery of language for aphasic patients. Quality professional therapy can considerably passage stroke patients' recovery. Actually, therapists are the ultimate resource for stroke patients because initially, they evaluate the deficit condition of patients then they pay attention on required challenges (Saebo, 2016). Correspondingly, Brady, Godwin, Enderby, Kelly & Cambell (2016) mentioned outcomes of their study in which they pointed out two important aspects: first, Speech and language therapy (SLT) is a convoluted rehabilitating intervention, aims to improve language and communication skills. SLT is considered operative for people with aphasia, for the development of following skills; reading, writing, communication and useful interaction. Second, higher degree of therapy may be useful, but may not be appropriate for all.

Moreover, Stephens (2017) stated that speech language therapy (SLT) reinforce aphasic patients to communicate their feelings and thoughts in everyday life circumstances. Further, he said while denying the role of society that there was no proof of social support or stimulus that leads to any advancement in functional communication. Besides, there are certain factors which influence on the recuperation of linguistic recovery. Aphasic condition includes two factors; first one is stroke age and the second one is receiving aphasia treatment because language therapy keeps a powerful and long term influence (Jhonson, Vasilakos & Yourganov, 2019).

2.3 Theoretical Framework

For this study, The Sketch Model has been used as theoretical framework, which was given by De ruiter and De beer (2013), has been presented in figure 1. Model expounds the association between gestures and speech, along the communicative purpose of gestures. Gesture and speech emerge from a joined communicative meaning and work interactively to articulate that meaning. This model elucidates that development of gestures and speech, pre-linguistically originate in the conceptualizer, where thoughts get generated. Propositional and imagistic info retained in working memory, are regained and then speaker selects, which bit of the communication will be transferred through gestures or in verbal mode. Sketch and proverbial message are devised and directed to the Gesture Planner and Formulator, respectively. Both, Gesture Planner and Formulator work freely from one another, which give rise speech and gesture as output. In the development of message and speech, lexicon/lemmas and forms play a significant role which assist to the grammatical and phonological coding. While, environment influence in the production of gestures.

This model provides following implications. On the basis of these implications data has been analyzed:

- Gesture and speech get up from a conjoint communicative purpose.
- They work together to deliver that intention.
- Isolated pathways allow for interruptions between speech and gesture, following brain damage.
- Gestures can compensate for troubles in the Formulator (grammatical and phonological encoding) and Articulator (speech).

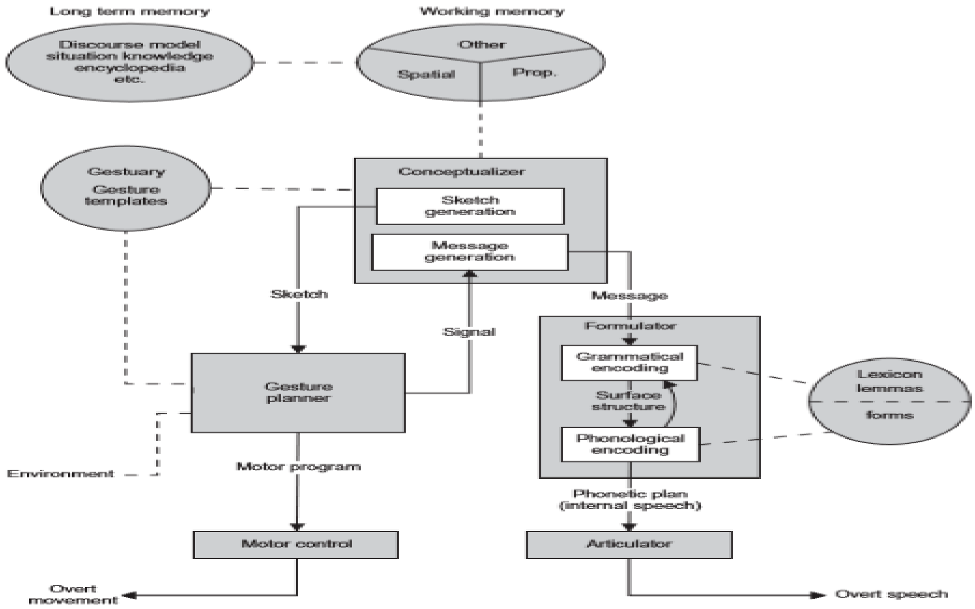
Long term memory
Discourse model situation knowledge encyclopedia etc.
Working memory
Other
Spatial
Prop.
Gestuary
Gesture templates
Conceptualizer
Sketch generation
Message generation
Sketch
Message
Signal
Formulator
Grammatical encoding
Surface structure
Phonological encoding
Lexicon
lemmas
forms
Gesture planner
Environment
Motor program
Phonetic plan (internal speech)
Motor control
Articulator
Overt movement
Overt speech

Figure: 1. The Sketch Model" given by De ruiter and De beer (2013).

3. Methodology

3.1 Paradigm

Paradigm provided channel to present study apropos of choosing method and tools to detect the role of speech therapy for adult Broca's aphasia to overcome lexical deficit condition during speaking and conversing. Paradigm is a way of studying and interpreting the reality of the world (Rehman & Alharthi, 2016). It is essential to deem paradigm of research before initiating it, because it proposes extensive groundwork of view, understanding conviction within which theories and practices operate. A research paradigm is considered as a researcher's worldview about how to accomplish research. Paradigm of present article is 'Constructivism.' Constructivism deals with interpretation from an insider stands point. Hence, this is also named as 'Interpretivist.' This paradigm says that truth is socially organized. Therefore, this paradigm is known as Constructivist. (Bogdan & Biklen, 1997).

3.2 Epistemology

Epistemology means 'Knowledge.' Constructivism takes on Subjectivist Epistemology in which researcher builds understanding through social constructs and his/her personal engrossment in the real life within the natural surroundings (Punch, 2005). In this study, source of knowledge is authoritative, because data has been collected through speech therapists. If data is collected from people, books or leaders of the organization, then epistemology is based upon Authoritative Knowledge (Kivunja & Kuyini, 2017).

3.3 Ontology

Ontology refers to what reality researcher wants to investigate and recognize? Constructivism paradigm takes on Relativist Ontology. Relativist ontology denotes the faith of researcher in terms of, examined condition has numerous truths and those truths can be explored by human collaborations between the researcher and issue of the research and the research members (Chalmers, Manley & Wasserman, 2005). In this article, researcher wants to investigate whether speech therapy function for adult Broca's aphasic patients or not? Can lexical deficit be overcome with the help of this gear? And if yes then, up to what extent this gear endeavors?

3.4 Method

This is an exploratory study in which qualitative method has been employed, because researcher was interested in exploring the action in natural setting in respect of role of speech therapy through real life practices of speech therapists. Qualitative method incorporates data collection practices that are mostly open ended and researchers aim to seek responses to broad. It denotes a variable and greatly contextual micro perspective of everyday reality of a particular field (Dornyei, 2007).

3.4.1 Study site

Region of present study is “Hyderabad City.” It is the second largest in Sindh province and 8th largest in Pakistan. Particularly, Private Treatment Centers of Speech Therapists” were preferred for the conduction of interviews. Five treatment centers were chosen, where speech therapists were easily available. Preference of clinics did not depend upon researcher’s choice, rather it merely depended upon the accessibility of clinics in Hyderabad. Following are the names of centers:

- Inaya Day Care Centre; A project of Faraz Speech Centre, unit #8 Latifabad.
- The Talk Clinic Speech Language Therapy and Audiology, Doctors Lane Saddar.
- The Real Audiology Hearing Aids and Speech Therapy Center, Doctors Lane Saddar.
- Speech World Center, Quaid-e-Azam Complex Cantonment.
- Sehat Medical and Trauma Centre, unit #6 Latifabad.

3.4.2 Sampling and Participants

Adult Broca’s aphasic patients and Speech therapists are the targeted population of present article. Sampling refers to picking a segment of population, which are known as participants. Whereas, population is a cluster of people that a researcher studies in his/her research. Present has employed Non-Probability Sampling, which is also known as Purposeful Sampling. Qualitative researches undertake non-probability sampling because it offers in-depth understanding apropos of any issue. Therefore, this study has utilized Purposeful Sampling to gather data. In purposeful sampling, researchers intentionally choose individuals and sites to understand the central phenomenon (Creswell, 2012).

3.4.3 Research Tool

Research tool has provided pathway to researcher, for organizing information, bringing them together and then transforming it into productive data (Hinds, 2000). This study has utilized interviews as research tool. Interviewing is the practice of asking open-ended questions by researchers to one or more participants (Creswell, 2012). To explore the role of speech therapy, Semi-structured interviews were conducted because such interviews allow researcher to construct in depth perception (Cousin, 2009). One-on-one interviews have been conducted. Five interviews have been incorporated.

3.4.4 Data Gathering procedure

In this study, two different ways have been used for the collection of data; Primary and Secondary, which are usually undertaken by researchers (Douglas, 2015). For main data collection, primary resource has been used. Whereas, secondary data has been used for literature review. Primary data is assembled for stating the problem at hand and first time formulated by researcher. While, secondary data is the previously existing data, which is piled up through researchers, agencies investigators and associations (Ajayi, 2017). Survey, observation, experiment, questionnaire and interview are the instances of primary data. While, government books/magazines, websites, papers, editorials and internal records come in secondary data.

For the conduction of interviews, researcher visited in evening and night to the clinics of speech therapists. Designed tool has been utilized for data collection. Before, during and afterward interview, some stances were considered, have been mentioned in table 1.

Table: 1. considerations before, during and after interviews
✓ **Researcher got the permission from the participants to take part.**
✓ **Researcher used probe during the interview to simplify the response.**
✓ **Researcher asked open ended questions.**
✓ **Researcher did not debate with participants about their views.**
✓ **In last, researcher articulated gratitude to the participants.**

3.4.5 Data Analysis

Collected data has been analyzed through Thematic Analysis, by means of examining and validating themes or patterns in the recorded data. In present study, it has been accomplished by way of drawing a profound description on the relevant topic from the answers of the speech therapists. Responses have been cited in analysis part in the form of themes and codes, and then have been mentioned diagrammatically in results. Thematic analysis is one of the extensively used method of data analysis in qualitative studies. Thematic analysis is the process of recognizing patterns which are significant in collected data (Maguire & Delahunt, 2017). Theoretical framework has performed a chief role during data analysis, in bonding notions and narration to prevent incursion between event and personal standpoints of the participants and the researcher. Data has been analyzed under the light of Sketch Model. Analysis of data has been mentioned in table no 2.

Table: 2. Analyzation of data		
Questions	**Themes**	**Codes**
Q: 1. How does speech therapy help to adult Broca' aphasic patients to overcome their lexical deficit state in order to enhance their communicating abilities?	Appropriate treatment	▪ Mind therapy ▪ Motivation ▪ Practice/Drills ▪ Gestures
Q: 2. To what extent speech therapy is effective for people with Broca's aphasia to recover their speaking and communication skills?	Factors affecting	▪ Age ▪ Disorder ▪ Time ▪ Environment
	Linguistic level	▪ Lexicon ▪ Retrieving words/ phrases ▪ Articulation ▪ Reduce errors

3.4.6 Axiology

Axiology brings up the ethical concerns that need to address during research process. Ethics should be a key issue rather than an afterthought. It should be in a front part of researcher's line up (Hesse-Biber & Leavy, 2006). During data collection, Privacy and Accuracy were top priorities of researcher. Participants were not enforced at any point to disclose personal or irrelevant information. Researcher considered honesty in data presentation, its analysis and results.

4. Findings and Discussion

On the basis of data analysis following findings have been obtained. Diagrammatic representation has been mentioned in table 3, 4 & 5. While, theoretically has been presented in discussion part.

Q: 1. How does speech therapy help to adult Broca' aphasic patients to overcome their lexical deficit state in order to enhance their communicating abilities?

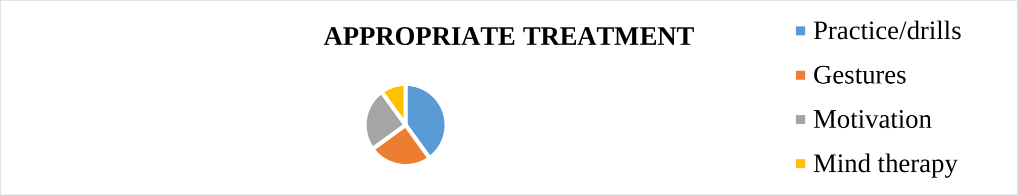

Table: 3. Findings of question no 1.

Q: 2. To what extent speech therapy is effective for people with Broca's aphasia to recover their speaking and communication skills?

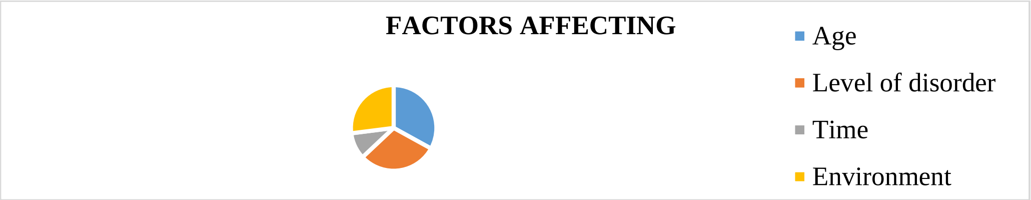

Table: 4. Findings of question no 2.

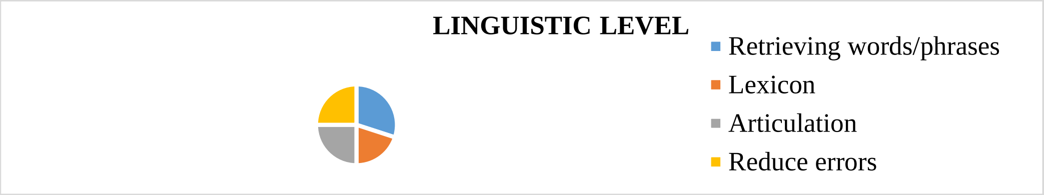

Table: 5. Findings of question no 2.

Results of the study suggest that speech therapy may be proved helpful for adult Broca's aphasia to overcome lexical deficit state. Their communicating capabilities can be recovered by giving treatment. But, recovery is merely probable with appropriate treatment in terms of speech therapy. According to the responses of speech therapists, appropriate treatment embraces following four facets:

- All of the speech therapists responded that practicing or drilling is the top most exercise of speech therapy. By this exercise, Broca's aphasic patients try to overcome the troubles which they face while speaking, and learn to communicate.
- At second level, speech therapists replied that speech therapy also boost up the development of gestures because there are certain patients who even do not possess gestural skills. Gestures are the alternative pathway of speaking.
- Some responded that speech therapy engrosses the motivation into affected individual. Because their willingness for speaking very much influence on their linguistic recovery.
- A few speech therapists replied that mind therapy is also need which can only be provided by speech therapy.

On asking question regarding the effectiveness of speech therapy, they stated that first we need to know about the factors that effect on speech therapy. According to them, recovery depends upon following four factors:

- Foremost factor is age. According to their responses, early age is considered golden age for the linguistic recovery in aphasic condition. Whether it is Broca's or Wernicke's.
- Secondly, level of disorder or stroke does matter that how much is a patient's brain injured? If a patient has higher intensity of stroke, so it requires longer time for recovery.
- Some included environment too as influential factor during therapy. Through active environment, competence can be in term of lexicality can be improved.
- A few speech therapists replied that time is also one of the constraints during therapy. They said minimum 6 months are always required for recovery.

After deliberating factors, they pointed out the effectiveness of speech therapy for the recovery of speaking or communicating skills at following linguistic levels; retrieving words or phrases while speaking, stimulate lexicon or mental vocabulary that creates messages into the mind, articulation of words for communicative purpose and reduction of errors during speaking and conversation.

5. Implications, Conclusion and Recommendation

Present study is valuable for linguists related to the field of neurolinguistics and psycholinguistics. This study affirms that language is not an isolated entity, where it is tied up with society and culture along it is knotted with brain. This study imparts the facts of cognitive linguistic phenomenon. Particularly, it is beneficial for contemporary and future researchers of neurolinguistics because this study reviews the consequences of language impairment and its recovery. Hence, outcomes of this study is chiefly conducive for both researchers and readers of aphasia, who are extremely engrossed in Broca's aphasia and will add into the literature. Findings of the study devise that lexical skill is a central element of language conception and production.

Since, aphasia is an unusual cerebral effect. Due to this neurogenic language syndrome, affected individuals go through either weakened ability of speaking or listening. Therefore, different tools are used by/for affected individuals to cope-up with such ailments. Subsequently, findings of the study reveals that people with Broca's aphasia can overcome lexical deficit condition through speech therapy, but overcoming settings varies according to age and magnitude of brain damaged or stroke. Where implications of the study are significant for linguists, likewise it is worthwhile for speech therapist, apropos the treatment of adult Broca's aphasia. Because, findings of the study also reports that what factors influence on performance and how much time an adult Broca's aphasia may need for their linguistic recovery.

When some disorders rob your competence which can affect your ability to speak, write and understand language. So, there is need to address such issues which can reveal the grounds of language impairment and its treatment. Broca's aphasia causes disruption in the production of language. Whereas, understanding does not get impaired. Affected individual faces trouble in word finding and suffers during speaking that makes one- sided communication. Competence remains unaffected, while performance becomes impoverished. Because, aphasia is considered as loss of words not thoughts. So, why people with Broca's aphasia become deprived in daily life conversation? If, there are tools like Speech therapy to overcome lexical deficit condition.

This article has determined the role of speech therapy. However, future researches may be followed by determining more tools, other than speech therapy for adult Broca's aphasia. Likewise, this study has focused on lexical aspect of language. While, aphasia may affect different aspects of language. It can be expressive or receptive. So, other linguistic levels should be taken under account.

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Investigating the Difficulties Faced by Iraqi EFL Learners in Using Light Verbs

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Abstract

This study deals with light verb constructions as being syntactically functional and semantically bleached. It aims at investigating the difficulties faced by Iraqi EFL Learners (fourth-year university students) in recognizing and producing this kind of constructions. Thus, to achieve this aim, it is hypothesized that Iraqi EFL Learners are unable to collocate the light verb with its proper noun phrase both at the recognition and the production levels. And in order to achieve the aim of the study and examine its hypothesis, the following procedures are adopted: (1) Presenting a theoretical background about light verb constructions including their definition, structure, and their relationship with collocations, (2) Designing a diagnostic test to investigate the difficulties that might face the learners while being exposed to these constructions, (3) Analyzing the findings of the test to reveal the learner's recognition and performance in dealing with light verb constructions.

Keywords: Light Verb Constructions, Collocations, Difficulties

1. Introduction

The light verb construction has inspired research in a large number of languages, from a vast range of theoretical perspectives that result in a diverse set of terminology and definitions. The light verbs have a particular combination of syntactic and semantic properties making it difficult to class them either with function words or with proper lexical verbs. However, they have been considered as a class in their own right. Morphologically, the light verb is inflected, but the following noun phrase "tends to have a fixed number and a preference for determiner type." For example, *make amends* receives full verbal inflection (*make/ makes/ made/ making amends*), but the following noun phrase cannot be used in its singular form (**make amend*). Syntactically, the light verb construction is highly flexible, i.e. it can be made passive, for instance, an *offer was made* and it can also be used with an internal modification, e.g. *make an irresistible offer* (Baldwin and Kim, 2010: 277). Besides, light verbs offer a wider range of expressive possibilities than many proper lexical verbs (do a translation (of), get a view (of), give a hand, have a look, make a decision (on), offer an apology, put a stop to, take a look). They can be combined with nouns to behave just like their non-light counterparts. As such, in part two the literature about light verbs is reviewed. Then, the study takes an account of light verb constructions introducing their definition in part three and their structure in part four. As for part five, it presents the possible collocations of the light verbs with their nouns. Besides, the study employs a diagnostic test, occupying part six, in an attempt to investigate the difficulties faced by Iraqi EFL learners (fourth- year university students) in recognizing and producing this kind of constructions.

2. Literature Review

Light verbs are studied by a variety of scholars from different theoretical and practical perspectives. Most studies view light verbs as a special type of multi-word expressions that have a functional role (Tan et al., 2006: 49; Vincze et al., 2011: 116; and Tu and Roth, 2011: 31).

According to Tan, et al. (2006:49) a light verb construction is "a verb-complement pair in which the verb has little lexical meaning (is "light") and much of the semantic content of the construction is obtained from the complement. " Thus, they focused on the identification of the light-verb constructions in English. They suggest a corpus- based approach to find out whether a verb-object combination is regarded as a light verb construction. By their corpus-based method, they have shown that most of the semantic meaning is expressed by the object. In addition, they identified light verbs as a set of closed class verbs. This feature helps to identify light verbs from non-light verbs when used with the same noun complement, namely the verbs that express possession, direction, aspect, and causation (Ibid: 56).

Tu and Roth (2011:31) denote that light verb constructions are formed from a verb and a noun phrase as its object. They describe them as being semi-compositional. They proposed a case study on the recognition of light verb constructions focusing on the most frequently used light verbs in English. They find that contextual features help recognize better light verb constructions (Ibid: 38).

As for Vinceze et al (2011: 116), light verbs are verb and noun combinations in which the meaning of the verb is impoverished to be carried by the noun. They studied them in relation to noun compounds identifying them as syntactically flexible, i.e. the verb is inflected and the noun can be pluralized and modified, as in: She *gave* him *a doubting smile*.

To summarize, these studies agree upon the fact that light verb constructions are semantically bleached and have a functional role only. However, they contradict one another in the identification of the light verb construction. The earlier study deals with light verbs as being part of syntax identifying them as closed class verbs. They depend on their syntactic features to classify the verb- object construction as being literal or idiomatic. Vincze et al. (2011: 116), on the other hand, identified them as open- class verbs focusing on the most frequently used verbs in English. Like the previous work, Tu and Roth (2011:32) focused on those verbs that are documented as being light in English. They depend on both statistical measures and local context in their analysis.

2. Light Verbs: Definition

Jespersen (1949: 117) first coined the term *light verb* when he applied it to English V+ NP constructions as in (give a sigh, have a rest, take a breath). He found out that in modern English there is a general tendency to add a verb before a noun that has a real semantic meaning and this verb is inflected for person, tense, and aspect. As being an important linguistic phenomenon, light verbs have aroused the interest of the scholars; thus they are mainly studied in terms of structuralism (Ren, 2013: 90). They are said to be 'light' because although these verbs follow the standard verb complement schema in English, the bulk of the semantic content is carried almost entirely in the noun phrase that follows. In other words, it is typically but not perpetually to be paraphrased by simple verbs corresponding to the predicate noun phrase, for example, it is not actually physically for one to *take a plunge* but rather one *plunges*. However, this does not mean that they are completely devoid of semantic predicative content, i.e. they neither retain their full semantic predicative content, nor are they semantically completely empty. Rather, they appear to be semantically *light* (Butt, 2010: 48). Such constructions are also known as *eventive objects*, *stretched verbs*, *multi verbs*, or *verbo- nominal constructions* (Davides, et al., 2014: 15). Following Jespersen (1949: 117), this study sides with the term *light verbs*.

A light verb construction can also be defined by different scholars. According to Leech (2006: 60), a light verb is:

> *"a common and versatile lexical verb that is weak in many of its uses, and can be combined with nouns in constructions such as* ***do the cleaning****,* ***give (someone) a hug****,* ***have a drink****,* ***make a decision****,* ***take a break****. The whole construction often seems equivalent to the use of a single verb: make a decision= decide."*

Similarly, Crystal (2008: 281) defines a light verb as a verb whose meaning is so unspecific that is why it needs a complement to function effectively as a predicate. In English the verbs *make*, *have*, *give*, and many others are used as light verbs in phrases like, *she made a sign*, *we had a look*, and *they give an answer*.

As for Wittenberg (2014: 3), a light verb is a complex predicate in which the verb is semantically bleached, and merely represents the aspect of the predicate. In a sentence like *She gave her teacher an answer*, what is associated with the subject (She) is not transferring a concrete thing into the possession of the object (her teacher), as the verb *give* implies. Rather, *give an answer* describes the same event as the base verb *answer*. In other words, the event nominal *answer* is part of the predicate and assigns semantic roles to the subject, just like the non- light verb *give* (Ibid.).

Put in the same way, [Ten, et al., 2006 cited in (Dai, 2016: 134)] defines a light verb as a verb- complement pair in which the verb has little lexical meaning and it obtains much of its semantic content from the complement with which it is combined. In other words, it is a verb of general meaning followed by a complement generally takes the form of a deverbal noun considered semantically an extension of the verb carrying the major part of the meaning. A deverbal noun is derived from a verb or a verb phrase and functioning as a noun, not a verb; for example, 'walk' in the construction 'take a walk' is a deverbal noun. According to Quirk, et al. (1985: 750), this deverbal noun is usually an indefinite direct object having a similar function as an eventive object. Semantically, the latter is an extension of the verb bearing the major part of the meaning. It can sometimes be related to a cognate object in that it substitutes for the major lexical of the verb whereas the cognate object repeats the lexical meaning:

1. They *fought for a long time*. (verb + adverbial)
2. They *fought a long fight*. (verb + cognate object)
3. They *had a long fight*. (verb + eventive object)

(Ibid.)

The widest definition of light verbs is that of Huddleston and Pullum (2002: 290) who point out that light verbs are "semantically 'light' in the sense that their contribution to the meaning of the predication is relatively small in comparison with that of their complements". Peters, et al. (2009: 140) remark that the verb in such constructions might complete the noun without changing the meaning, or where a common verb is added to a noun that has no single- word verb as its equivalent. That is, this definition makes no condition on the form of the noun.

3. Light Verbs: Structure

Grammatically speaking, in a light verb construction, the verb participates in different structures. It is syntactically functional (as being the main verb V) followed by a noun phrase (NP) which is verbalized differently. The noun phrase is in all cases an eventive noun that carries the meaning usually carried by the corresponding verb. In such a structure, the light verb is known as a helping predication of **V+ NP** (Blanco, 2011: 24). For instance:

4. He is *having a rest*.

In the sentence above, the structure *having a rest* does not mean 'to own a rest', but the NP is used predicatively by virtue of being the complement of the light verb *have* which is responsible for the syntax and semantics of the complex predicate. However, the verb has syntactic import but 'light' semantics (ibid.).

This structure is "the basic form" [Live, 1973: 32 cited in (Bergs, 2005: 211)]. It consists of a *light verb* contributing a grammatical function, and a verb- stem noun. The NP is derived from a corresponding verb by conversion (ibid.). As far as form is concerned, the NP, in this case, is identical to the simple verb which is in its turn synonymous to the light verb construction (LVC): *do a twist~ to twist, give a talk~ to talk, have a walk~ to walk, make a turn~ to turn, take a shower~ to shower*.

The NP can also be a deverbal noun derived through other derivational processes like suffixation (-ion, -ent, or the gerunds -ing), stress shifts, or changes on the stem (e.g. *do a translation, offer an apology, have a meeting, make a protest, give a thought, put trust in,* *take action*). This NP is described as a pseudo expanded predicate carries, too, most of the semantic load of the predicate. Such LVCs can be replaced by corresponding simple verbs, such as *to translate, to apologize, to meet, to protest, to think, to trust in, to act*. However, to *give an impression* does not correspond to the simple verb *impress*, but is morphologically derived from it (ibid.).

Moreover, the light verb can be completed by a markedly different nominal complement. It could be a compound NP that is difficult to be replaced by a simple verb: *do somebody's homework~ to work, have a heart-attack~ to attack* (ibid.: 212).

It is also important to note that such verbs are complex multiword verbs whose meaning is lexically stored by the object nominal that donates the thematic roles to the verb throughout a process of complex predicate composition (ibid.: 109). Thus, whether the verb is followed by two noun phrases as objects is determined by its complement and not by the verb itself. For example, the verb *give* normally takes two NP objects, but the light verb *give* takes two NP objects only if the direct object is the type of noun that requires an indirect object, as in (Anitescu, 2017: 115):

5. She *gave him a kick* in the teeth.

As *kick* is the complement of the verb *give*, then it requires a second NP to be as its indirect object. In contrast, a noun like *sigh* does not seem to appear with another NP object with *give* as a light verb (ibid.):

6. She *gave* a sigh.

However, Huddleston and Pullum (2002: 293) point out that even such nouns allow an indirect object with the light verb *give*:

7. She turned and *gave the audience a deep sigh*.
8. She blushed and *gave us an embarrassed laugh*.

(ibid.)

Likewise, the verb *take* permits an indirect object:

9. She *took him a drink*.

As for Deane (1992:10), the light verb in a light verb construction can be followed by an abstract noun like claim, hope and a phrasal modifier of the noun carrying most of the content of the sentence, as in the following typical examples (ibid.):

11. John *made the claim that he was happy*.
12. Mary *has hopes that she will win the championship*.

Furthermore, the NP in this construction can be modified in a way that is not allowed for the corresponding simple verb (ibid.):

13. She *gave him a well-earned pat on the back*.
* She *patted* him on the back *well- earnedly*.
14. He is *taking another of his seemingly frequent shower*.
* He *is showering* again *seemingly frequently*.

In addition, it allows for conflicting adverbs that are not available to the corresponding simple verb, for instance (Ibid.):

15. The man's wings *slowly gave a quick flap*.
* The man's wings *slowly flapped quickly*.

5. Light Verbs and Collocations

Verb- noun combinations are of different kinds. Collocation, namely the lexical collocation, is one of them. The latter can be defined as habitual co- occurrence of individual lexical items (Crystal, 2008: 86). Among the common collocations are that of a light verb and a noun where the former is, in the given sense, to some degree arbitrarily restricted to certain nouns usually derived from verbs (Quirk, et al., 1985: 751):

Do a dance, a dive, a left/ right turn, a report, a sketch, a somersault, a translation, some work, some drawing, some cleaning, some knitting, some painting, some sewing, some thinking, some writing.

Get access to, a glance (at), a look (at), a shot at, a view (of).

Give advice, an answer, a cheer, consideration (to), a cough, a cry, a definition, a description, encouragement, an explanation, help, (to), a kick, a kiss, a laugh, a nod, permission, a push, a reply, a sigh, a smile, a wash, a wave.

Have an argument, a bath, a dream, a drink, an effect, a fight, a guess, a holiday, an influence (on/ over), a look (at), a meeting, a rest, a seat, a shave, a shower, a swim, a talk, a taste, a walk, a wash.

Make an accusation (against), an agreement (with), allowance (for), an attack (on), a bargain (with), a call (on), a choice, a comment, a contribution (to), a copy (of), a criticism (of), a decision, a discovery (that), an escape, a guess, an inquiry (into/ of), an impression (on), an improvement (on), an investigation (into/ of), a note (of), an objection (to), an observation (that), an offer (that), a payment, a promise (that), a proposal (that), a recommendation (that), a reduction in, a reference to, a report (on), a request (that/ for), a start, a suggestion, a turn, use of.

Offer an apology, one's resignation, a suggestion.

Pay attention (to), a call (on), a visit (to), pay tribute to.

Put emphasis on, an end to, a question to, a stop to, trust in.

Take a bath, a breath, care (of), a dislike to, a dive, a drink, a glance (at), a guess, a look (at), a note (of), notice (of), offence (at), a photograph (of), pity (on), a rest, a risk, a seat, a shower, a shave, a sleep, a smoke, a swim, a vacation, a walk, a wash.

It is to be noticed that several noun phrases collocate with *have* and *take* as well, where have is the typical British verb and take is the typical American verb (ibid.).

6. Data Collection and Analysis

6.1. Data Collection

This section presents the data collection instruments adopted to achieve the aim of the study. The data collection instruments include a test of two questions: an MCQ that investigates the knowledge of Iraqi EFL learners of light verbs and another question which investigates their use of light verbs. Most of the items of the test are taken from Close's *A University Grammar of English* (Work book). The items are chosen in such a way to represent each portion of the study. Besides, the test is applied to a sample of 40 fourth- year university students of the Department of English (2018- 2019), College of Education, University of Karbala[1].

6.2. Data Analysis

To achieve the aim of the study, the following table is presented to show the number and percentage of the correct and incorrect responses of the verbs as they are recognized by the sample as far as Question One is concerned:

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[1] The present test is approved of by the following experts:
1. Prof. Riyadh Tarik Al- Ameedi (Ph. D.)
2. Asst. Prof. Salih Mehdi Addie (Ph. D.)

Table (1): The Findings of the Recognition of the Sample in Question One

Verbs	No. of Correct Choices	Percentage %	No. of Incorrect Choices	Percentage %
Offer	5	12.5	35	87.5
Put	9	22.5	31	77.5
Make	9	22.5	31	77.5
Do	8	20	32	80
Give	17	42.5	23	57.5
Have	13	32.5	27	67.5
Take	6	15	34	85
Get	6	15	34	85
Pay	33	82.5	7	17.5
Do	3	7.5	37	92.5
Total	95	27.25	295	72.75

According to the results shown by the table above, it is clear that the light verbs are difficult to be recognized properly. Thus, the number and percentage of the correct responses are much less than the incorrect ones. They are (95, 23.75%) and (295, 76.25%), respectively.

Item 1: We regret the error and we………. our apology.

The number and percentage of the correct responses are (5, 12.5%) and they are less than the incorrect ones (35, 87.5%). According to these results, it is clear that students face difficulty working out the correct verb-noun collocation, i.e. the majority of the students choose *have* or *do* instead of choosing the verb *offer* which is the correct verb that completes the light- verb construction, "offer apology", in this combination.

Item 2: They promised to……. an end to unfair policies.

As for item 2, the number and percentage of the correct responses are less than the incorrect ones. They are (9, 22.5%) and (31, 77.5%), respectively. It seems that students have not come across such verb-noun collocation "put an end to". Most of the students select the verb *give* rather than *put* to complete the light verb construction.

Item 3: I need to…….. a phone call.

Likewise, the light- verb construction in this item has the same number and percentage of the correct (9, 22.5%) and incorrect (31, 77.5%) responses as the previous one. The students fail to collocate the verb, *make*, with its noun, *phone call*, in this construction because they do not know about this verb- noun combination. Thus, they select "get a phone call" and "do a phone call" instead of "make a phone call".

Item 4: They may learn to……… somersault in the water.

As for item 4, the number and percentage of the correct responses are less than the incorrect ones. They represent (8, 20%) and (32, 80%) respectively. These results make clear the fact that the students face difficulty selecting the verb that completes this light- verb construction. They resort to the guessing strategy to collocate the verb with the noun because they are unfamiliar with the light-verb construction "do somersault".

Item 5: My parents…….. me every encouragement to try something new.

In this item, nearly half of the students choose the correct verb. The number and percentage of the correct responses are (17, 42.5 %) and they are still less than the incorrect ones (23, 57%). This means that students are also not that familiar with this light verb construction and they use the light verbs interchangeably, such as selecting "offer encouragement" instead of "give encouragement".

Item 6: They ……….. an argument.

Most students fail to collocate the light verb with its noun in this light verb construction. 13 of them respond correctly and they form (32.5%) of the whole number of students. The rest of the students guess the verb because they do not come across such verb-noun combination. For example, they choose "make an argument" and "do an argument" rather than " have an argument".

Item 7: Why do you ………… a risk of your life?

In this item, very few of the students choose the correct verb *take* to complete the light- verb construction. In terms of percentage, they represent (15%). Thus, it is clear that the majority of the students face difficulty recognizing that the light verb *take* collocates with the noun *risk* resulting in "take a risk" as a light- verb construction and they choose the verbs "do a risk", "get a risk", and "put a risk" instead.

Item 8: From the top, you…… a panoramic view of the city.

The number and percentage of the correct responses (From the top, you get a panoramic view of the city) in this item are exactly the same as in the previous one. And they are much less than the incorrect ones. They are (6, 15% and 34, 85%), respectively. It seems that the influence of the majority of student’s first language (L1) dominates their choice of the verb. As a result, they choose " *have a view*" (From the top, you have a panoramic view of the city) instead of "*get a view*" which is the correct verb that collocates with the noun *view*.

Item 9: I hope you………attention, because you will be tested later.

As the results show, this item has the highest number and percentage of the correct responses. They are (33, 82.5%). This means that the majority of the students are familiar with this light- verb construction. They collocate the verb *pay* with its noun *attention* to complete the light- verb construction "pay attention".

Item 10: She is………some knitting.

On the contrary, this light verb construction has the least number and percentage of the correct responses. They are (3, 7.5%), respectively. Only 3 of the students choose the verb *do* to complete the light- verb construction "do knitting". Thus, it is very clear that the majority of the students do not know that the verb *do* collocates with eventive nouns as well.

As for the performance of students, another table is introduced below to show the number and percentage of the correct and incorrect responses of the sample in terms of the light- verb constructions:

Table (2): The Findings of the Performance of the Sample in Question Two

Verbs	No. of Correct Choices	Percentage %	No. of Incorrect Choices	Percentage %
Make	7	17.5	33	82.5
Take	3	7.5	37	92.5
Give	3	7.5	37	92.5
Pay	23	57.5	17	42.5
Get	17	42.5	23	57.5
Make	2	5	38	95
Do	6	15	34	85
Put	2	5	38	95
Offer	3	7.5	37	92.5
Have	8	20	32	80
Total	74	18.5	326	81.5

The results in the table above show that light- verb constructions are difficult to produce for the students. Thus, the number and percentage of the correct responses are much less than the incorrect ones. They are (74, 18.5%) and (326, 81.5%), respectively.

Item 1: The scientists investigate the effect of diet on fighting cancer.

The number and percentage of the correct responses are much less than the incorrect ones in this item. They are (7, 17.5% and 33, 82.5%), respectively. This is ascribed to the fact that very few students know about the light verb that collocates with the noun *investigation*, which is *make*. However, the majority of the students resort to the guessing strategy to respond producing faulty collocation, such as "give investigation" and "get investigation" rather than "make investigation".

Item 2: My remarks offended him.

Almost all students are unable to produce a correct light-verb construction in this item. There is a preference for using the verbs *get* and *give* over the verb *take* with the noun *offence* because they use the guessing strategy. This is because of the fact that they do not know the verb that is combined with the noun *offence* to form the light- verb construction "take offence". Only 3 (7.5%) of them have produced the correct light-verb construction.

Item 3: She thinks about it deeply.

Similarly, students fail to collocate the verb *give* with the noun *thought*. They produce "take a thought" and "do a thought" instead of "give a thought" because of the transfer of their L1on their production. In addition, none of the students is aware of the fact that the noun used with the verb *give* in this light- verb construction is to be premodified by an adjective derived from the adverb *deeply*. As such, the number and percentage of the correct responses are (3, 7.5%) and those of the incorrect ones are (37, 92.5%), respectively.

Item 4: I visited her.

In contrast, most of the students respond properly to this light verb construction. It seems that they are familiar with this verb- noun combination. Hence, most of the them are able to collocate the verb *pay* with the noun *visit* producing a proper light-verb construction which is "pay a visit" (I paid a visit to her). Thus, the number and percentage of the correct responses are (23, 57.5%) and those of the incorrect ones are (17, 42.5%), respectively.

Item 5: People came from all the world to view her work.

In this item, the number and percentage of the correct and incorrect responses is exactly the opposite of those in the previous one, i.e. (17.5, 42.5%) and (23, 57.5%), respectively. These results show that this light verb construction is difficult to produce. Students produced faulty collocations such as "take a view" and "have a view" rather than "get a view" (People came from all the world to have a view of her work/ People came from all the world to take a view of her work). As such, it is noted that there is a preference for using one verb over another due to transfer from student s' L1on their production.

Item 6: Jane commented on what her teacher had written.

Only two students produce a correct light- verb construction in this item. In terms of percentage, they constitute (5%). This law percentage is ascribed to the transfer of the student s' L1 on their production. They use "give a comment" and "have a comment" instead of “make a comment".

Item 7: They dance together.

The number and percentage of the correct responses are less than the incorrect ones. They are (6, 15%) and (94, 85%), respectively. These results make it clear that the light- verb construction "do a dance" is difficult to produce for the students. Due to their being not come across such a verb- noun combination, the students produce faulty collocations as they resort to the guessing strategy to select the verb, as in "make a dance" and "have a dance".

Item 8: They emphasize how little is known about the disease.

Similar to the light verb *make*, the verb put has the least number and percentage of correct responses. They are (2, 5%). The students have preference for certain verbs over others, like "make emphasis", "get emphasis", and "give emphasis". This can be the result of the transfer of the students' L1. In this way, the majority of the students fail to produce such light- verb construction.

Item 9: They apologized.

In this item, the verb *offer* has a very low number and percentage of correct responses in comparison with the incorrect responses. They are (3, 7.5%) and (37, 92.5%), respectively. Almost all students fail to collocate the verb *offer* with the noun *apology*. Their inability to produce such a light verb construction is due to the transfer of their L1 on their production. They use the verb "give an apology" rather than "offer an apology".

Item 10: Maybe we will meet again sometime.

Finally, there is the light verb *have* which has a low number and percentage of correct responses. They are (8, 20%). This result shows that the students do not know which verb is to be collocated with the noun *meeting*. Thus, their L1 knowledge influenced their production making them to use the wrong verb with the noun producing faulty verb- noun collocation. for example, "get a meeting" and "make a meeting" instead of "have a meeting".

7. Conclusions

The practical side of this study reveals the following conclusions:

1. The results of the first question show that the correct responses (27.25%) are less than the incorrect ones (72.75%). As such, the first part of the hypothesis of the study is validated.
2. The verbs *offer (12.5%)* and *do when followed by an eventive noun (7.5%)* are the most difficult verbs to be recognized on the part of the students.
3. The results of the second question also show that the correct responses (18.5%) are much less than the incorrect ones (81.5%). This validates more the hypothesis of the

study.

4. The verbs *make when followed by an eventive noun (5%), put (5%), offer (7.5%), take (7.5%), and give (7.5%)* are the most difficult to be produced on the part of students.
5. On the whole, the students face more difficulty producing the light-verb constructions than recognizing them.

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Appendix

Appendix1. The Test Questions

Q1/ Complete the following sentences by choosing the suitable light verb from the box below:

Do get give have make offer pay put take

1. We regret the error and we………. our apology.
2. They promised to……. an end to unfair policies.
3. I need to…….. a phone call.
4. They may learn to……… somersault in the water.
5. My parents……… me every encouragement to try something new.
6. They ……….. an argument.
7. Why do you ………… a risk of your life?
8. From the top, you…… a panoramic view of the city.
9. I hope you………. Attention, because you will be tested later.
10. She is………some knitting.

Q2/ Re- write the following sentences keeping the same meaning by using one of the following light verb constructions (**do+ NP**, **get+ NP, give**+ **NP**, **have+ NP**, **make+ NP**, **offer+ NP**, **pay+ NP**, **put+ NP**, or **take+ NP**) instead of the underlined verbs:

1. The scientists investigate the effect of diet on fighting cancer.
2. My remarks offended him.
3. She thinks about it deeply.
4. I visited her.
5. People came from all the world to view her work.
6. Jane commented on what her teacher had written.
7. They dance together.
8. They emphasize how little is known about the disease.
9. They apologized.
10. Maybe we will meet again sometime.

A Syntactic Analysis of Cambodian News Discourse on COVID-19 Outbreaks: Sentence Lengths and Structures as Predictors of Readability

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Abstract

The purpose of the study is to conduct a syntactic analysis of news discourse published online in four popular Khmer newspapers in Cambodia. A sample of 60 articles on COVID-19 outbreaks published from 23 to 29 January 2020 were analysed qualitatively and quantitatively, and with the PAN Khmer Line Breaking Program used to separate Khmer words for word count the way English words are counted as Khmer writing conventions do not require a space in between words but phrases. The researchers used descriptive and inferential statistics to calculate and compare average lengths of the articles, paragraphs, and sentences. The study compared its results to subject-specific academic discourse for Grade 12 and undergraduate studies, and found no statistically significant difference in average sentence lengths between academic texts and the target articles, with sentences of the newspaper articles averaging 32.25 words, compared to 34.3 for the academic texts. Complex sentences were most commonly used, accounting for 44% of a total of 442 sentences in the study's dataset. Based on the findings, Khmer journalistic writers are recommended to reduce complexity of clauses and sentences in their written news pieces, observing the standard readability of under 20 words per sentence.

Keywords: COVID-19, News Discourse, Readability, Syntactic Analysis, Sentence Structure

1. Introduction

This section presents the background of the study, context of media publication in Cambodia, purpose of the study, and research questions. Section 2 reviews related literature and presents the analysis framework of the study, while Section 3 presents findings of the study for both research questions. The last section of the article compares the study's findings to those of the past studies, and provides recommendations for professional training of Khmer journalistic writers and future research.

Newspapers are a staple item that most people come in contact with every day. For some, reading newspapers is a necessity, perhaps in the form of a morning ritual, in order to keep up with what is happening in the world, while it is an ideal activity for relaxation for others (Järvbäck Hillbom, 2009). Plus, newspapers are believed to have more readers than any other type of written text because it consists of articles of an enormously miscellaneous nature and has therefore become a significant source of information across the world. Various information that is aimed at addressing the needs of its perceived readership is provided through news and sports analyses, feature articles and advertisements (Grossberg et al., 1998). In this way, content and language use in newspaper writings form an interesting relationship between the providers and receivers of information. In terms of language use, sentence complexity is found to have direct impact on readability of a discourse (Biber et al., 1999).

In Cambodia, in line with the global trend, traditional print news media are gradually replaced by online news outlets. Okonofua (2010) captures this trend, crediting innovations in Information and Communication Technologies (ICT) as an impetus leading to multiplicity in newspaper publishing, including online versions, with an increased ability to connect and interact with readers. Many daily newspapers in Cambodia now also have online versions in addition to their traditional print counterpart, while at least half of the local newspapers publish only online. Bittner (2003) stated that the first newspaper, Columbus Dispatch, to cater to Internet users went online on July 1, 1980. In addition to the conventional online space, newspapers nowadays are commonly featured in various social media platforms, appealing to social media users (Nkemdilim, 2015), making news content available within scrolls and clicks.

This study investigates language use in Khmer journalistic writing, aiming to provide a description of features of Khmer professional newspaper writing style to inform implications about Cambodia's newspaper readability, comprehensibility and other relevant syntactic aspects. This study begins with the premise that the writing style or linguistic choices play a vital role in the readability and comprehensibility of newspapers (DuBay, 2004). Writing style here implies the lexical and syntactic elements used to construct newspapers reports. The study begins with a proposition that the language of Khmer newspapers is complex lexically and syntactically, and that this could negatively impact the readability and comprehensibility of the newspapers among their target consumers. Complexity in this study refers to the occurrence of syntactic categories and constituency in a text in a manner that could compromise knowledge transfer and in doing so cause some readers understanding complications (McNamara, Crossley, & McCarthy, 2010). In the context of Cambodia, not just as a developing country but also as an emerging democracy, problems related to the ability of the media to communicate with its readers with clear language use are enormously significant. Therefore, critical questions that cannot be ignored and which this study endeavors to address are as follows:

(1) What is the average length of articles, paragraphs, and sentences published in four popular online newspapers in Khmer, in comparison to academic texts for Grade 12 and undergraduate students?
(2) What types of sentences are most commonly used in the articles published in the four newspapers?

2. Literature review

News discourse is commonly subject to Critical Discourse Analysis (Fairclough & Wodak, 1997), with a good proportion dedicated to the study of headlines (Hassan, 2018) and focusing on relationships between language choices in the news pieces and ideological implications for the readers (Chen, 2017; Hassan, 2018; Pang & Wu, 2009; Wang, 2021). News discourse is less commonly analysed from the syntactic perspectives per se (Andriani & Bram, 2021) despite their important roles in systematizing communication messages from writers to readers. Outside the media discourse, syntactic features such as sentence types are also emphasized as a core writing skill to master in educational and professional settings, helping writers achieve communication purposes with appropriate readability and style demonstrated in their written outputs.

DuBay (2004) considers sentence length as a prominent criterion to determine readability of an English text, observing that sentence length averages have decreased over time, from 45 words per sentence during the Elizabethan times, to 29 words during the Victorian times, and about 20 words per sentence in contemporary time.

Similarly, the component of news reportage had an average sentence length of 20 words as specified in the Longman Grammar of Spoken and Written English (Biber et al., 1999b). Many researchers and experts agreed that a sentence ranging from 15 to 25 words provides comprehensible information for public communication (Russell, 2001). Moreover, Smith (2007) recommended that journalists follow an average sentence length of 20 words. Nevertheless, to many authors, syntactic elements also blend with lexis in different ways, which could complicate the ways sentences are structured. Factors such as the occurrences and nature of clauses and subordination in a sentence and text and length of linguistic structures are potential causes of text complexity (McNamara, Crossley, & McMarthy, 2010). If the syntax of a sentence is complex, higher demands are imposed on working memory processing which causes readability challenges (ibid.).

According to Bamber and Marchman (1991), language-oriented learners become effective writers capable of forming complex sentences to show temporal and causal relationships between elements of a text and for extended development of a story theme. In educational settings, school-aged learners develop an ability to join sentences by using various linking words (Bloom, 1991). Complex sentence formation continues into the teenage years and plays a vital role in the writing skills of an individual, oral and written narrative creation, and expository text, especially in the academic setting (Reed, 1994). Furthermore, they become literate and are required to use concise syntax in written language. These tasks are not easily achievable with a simple sentence structure alone. Complex sentences allow learners to temporally and causally order events and boost the cohesiveness of narratives and increase the complexity of the written language (Haynes & Shulman, 1998; Paul, 2001).

Craig, Connor and Washington (2003) claimed that language sampling can be used as a way of reducing the impact of assumptions derived from the stereotype about learners' language use. They further suggested that the frequency of complex syntax usage be determined when assessing learners. Furthermore, they identified the use of complex syntax as skills that were positive predictors of reading comprehension of students. In terms of academic style of writing, Monippally and Pawar (2010) stated the use of complex sentence also indicates that academic writing style usually tends to use longer and complex sentences. They stated that complex sentence is the quality of sentence logic in academic prose such as journal articles. In addition, Buckingham (2015) described that journal articles have more terminologies and long noun phrases, and contain quite complex sentence structures, making language use in journal articles denser than texts for general communication purposes such as news articles.

Radford (2004) also mentioned that syntax is the component of a grammar which determines how words are combined together to form phrases and sentences. Syntax is the organization and connection between words, phrases, and clauses depending on grammatical rules that form sentences or larger constructions. Plus, Borsley (2003) stated that the syntactic analysis is key to developing precise descriptions of aspects of the syntax of various languages and the ways in which specific languages combine words to form sentences, one of the core components in human communication.

Many authors have attempted to define sentences. Hogue (1995) mentioned that a sentence is a group of words that contain a subject and a verb and expresses a complete thought. Law (2002) the most common concept is given the definition on a sentence that begins with a capital letter and finishes with a full stop, question mark or exclamation mark. One part of group word of syntax structure mentions of sentence which divided into four types of sentences such as a simple sentence, compound sentence, complex sentence, and compound-complex sentence. According to Biber et al (1999), a simple sentence is a unit that has only a single subject and a single predicate while a compound sentences two independent clauses are joined together by a coordinator or fanboys. Oshima and Hogue (2007) stated that a complex sentence contains one independent clause and one or more dependent clauses including the use of adverb clauses, adjective clauses, and noun clauses exist as part of writing complex sentences in English whist a compound-complex sentence has at least three clauses, at least two of which are independent clauses.

In terms of sentence types, Andersen (2014) that the simple sentence consists of a single subject and a single predicate forming one independent clause. The compound sentence comprises two independent clauses. These are joined together in one sentence through a coordinator (Andersen, 2014). Radford (2009) noted that the complex sentence is made up of an independent clause which is joined by a single or multiple dependent clauses. Andersen (2014) and Raford asserted that the compound complex sentence includes aspects from both the complex and compound sentences already described above. It comprises two main clauses and at least a dependent clause.

Few studies investigating frequencies of sentence types in news discourse include those by Kongsakorn and Kongkaew (2017) on complex sentences in Thai political news written in English, Nina and Endu (2019) on Thai news articles also written in English, and Andriani and Bram (2021) on BBC news articles. No study has been conducted about sentence lengths and types of news discourse written in Khmer.

The study follows the framework of classifying Khmer sentence structures into three types: Simple, Complex, and Compound complex (ក្រុមប្រឹក្សាជាតិភាសាខ្មែរ, 2018; ជន់ ហ៊ិន, 2019; វិទ្យាស្ថានភាសាវិទ្យា, 2006) and that of Crystal and Davy (1969) and DuBay (2004) that readability of a text can be determined by sentence lengths and types.

3. Research methodology

3.1. Population and sample of the study

The articles analyzed in this study were collected from four sources, i.e., popular online newspapers in Cambodia (as indicated by numbers of daily site visitors and shares on social media such as Facebook). The articles were issued from 23 to 29 January 2020 on the topic of COVID-19 outbreak, and were archived for the study one week after they were published on the four newspapers' official websites. In total, 277 articles were collected. Since the total number of articles was large and widely dispersed, it was important to ensure that articles included in the analysis fairly represent each newspaper. Therefore, 15 articles were selected for each newspaper. To do that, two steps were taken. The first step was to identify all the tittles issued on each day. The second step was to select two titles for each day – three for the final day as it had the largest number of COVID-19-related articles. For days on which no article on COVID-19 was issued, the researchers took additional articles published on the other days to include in the target sample. Table 3.1 displays the total number of articles collected by date and by newspaper, while Table 3.2 shows the number of articles analyzed in the study by date and newspaper.

Table 3.1: Total number of articles collected listed by newspaper and date

Day issued on	**Fresh News**	**Rasmei Kampuchea**	**Thmey Thmey**	**SABAY**	**Total**	**Selected Sample**
23 January 2020	5	6	2	2	**15**	**8**
24 January 2020	7	7	1[1]	0[2]	**15**	**5**
25 January 2020	8	7	4	0	**19**	**6**
26 January 2020	13	6	5	0	**24**	**6**
27 January 2020	20	17	6	3	**46**	**9**
28 January 2020	31	17	9	18	**75**	**13**
29 January 2020	40	23	7	11	**81**	**13**
Grand Total	**124**	**83**	**36**	**34**	**277**	**60**

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[1] For the dates no articles were published or fewer than two articles were published on Covid-19, articles were taken from the other dates as substitutes.

[2] Publication of Sabay was halted in observation of the Chinese New Year from January 24-26, 2020.

Table 3.2: Total number of articles analyzed in the study, listed by newspaper and date

Day issued on	**Fresh News**	**Rasmei Kampuchea**	**Thmey Thmey**	**SABAY**	**Total**
23 January 2020	2	2	2	2	**8**
24 January 2020	2	2	1	0	**5**
25 January 2020	2	2	2	0	**6**
26 January 2020	2	2	2	0	**6**
27 January 2020	2	2	2	3	**9**
28 January 2020	2	2	3	5	**12**
29 January 2020	3	3	3	5	**14**
Grand Total	15	15	15	15	**60**

3.2. Research design and instrument

To answer the research questions, both qualitative and quantitative methods were adopted. For the quantitative method, the researcher employed PAN Khmer Line Breaking Program (PKLBP) in order to separate Khmer words for word count the way English words are counted as Khmer writing conventions do not require a space in between words but phrases. The instrument would be used to obtain the primary data retrieved from four Online media in Cambodia for this study, which were then analyzed in the form of content and statistical analysis using PAN Khmer Line Breaking Program by using the standard of Dictionary of Khmer Language.

3.3. Data Collection Procedure

The researchers checked the official websites of Fresh News, Rasmei Kampuchea, Thmey Thmey, and Sabay to retrieve articles relevant to Coronavirus or COVID-19 issued in the timeframe identified above. The researchers looked up articles by using such key words as កុរ៉ូណា កូរ៉ូណា កូរូណា on the entire websites. All articles were copied and pasted on the Microsoft word program for archiving as a text database for analysis later.

3.4. Data Analysis and Statistical Procedure

After collecting all articles related to Coronavirus, the researchers used the PAN Line Breaking Program to separate words by zero space. The researchers then used the "find and replace" in Microsoft word program by using the Paragraph Mark to count the words and sentences. No text in the pictures, headlines, captions, name of authors and date of publication were counted and analyzed. The data for this study was analyzed using the SPSS version 25 computer software program. Descriptive statistics was utilized to analyze the data for this study, providing information on frequency distribution, mean, standard deviation, and range to count words, sentences and paragraphs. Plus, word count was also conducted at the sentence, paragraph, and text levels, and sentence count at the paragraph and text levels. Number of paragraphs per text was also counted. Analysis of sentence types was based on classification of Khmer sentences in. To ensure a high level of reliability in classifying Khmer sentences into the three types, the researchers each analyzed the sentences separately, and then compared their responses. Where differences occurred, an extensive discussion was conducted to reach an agreement, on several occasions with an intervention from a fourth analyst, who is an established Khmer linguist on Zoom web conferences. Counting sentences were defined by a full spot in Khmer (។), exclamation mark (!) and question mark (?). For quoted sentences, their numbers were tallied, but their sentence types were not analyzed as quoted speeches are not produced by the writers themselves and may contain multiple sentence types within one quotation.

In terms of interpretation, the scale of readability formulae are mathematical equations whose results provide interpretations for the description of a text from 'very easy' to 'very difficult'. They are meant to help predict or indicate reading ability in terms of school grade level required to read and comprehend a particular written text (DuBay, 2004). The formulations are based on research results that classify vocabulary challenges measured in word comprehension or sophistication, or word length and sentence structure determined as two accurate variables used in this study of text complexity and difficulty in sentence length (DuBay, 2004).These features are equally prominent in measuring or assessing text complexity in applied linguistics and legal studies (Lu, 2010; McNamara, Crossley, & McMarthy, 2010). The most frequently cited and used formulae to date are Flesch Reading Ease (1948), DuBay (2004) and Wikidot (2020). The average sentence length, estimated school grade completed and readability were formulated in Table 3.3.

Table 3.3: Average sentence length, estimated school grade completed, and readability Flesch Reading Ease (1948), DuBay (2004) and Wikidot (2020)

Average sentence length in words	Estimated school grade completed	Readability
8 or less	4th grade	Very easy
9	5th grade	Easy
14	6th grade	Fairly easy
17	7th or 8th grade	Standard
21	Some high school	Fairly difficult
25	High school or some colleges	difficult
29 or more	college	Very difficult

4. Research findings

Results from this study are divided into two sections. The first section analyzed descriptive statistics as mean, standard deviation, maximum, and minimum and inferential statistic through tests such as independent T-test, One-way ANOVA, and Pearson correlation coefficient on the average length of an article, paragraph, and sentence in the four popular online newspapers in Khmer, in comparison to academic texts. These results will answer the first research question. For the second section, descriptive statistics were used to answer the second research question by analyzing the most commonly used types of sentences among the articles collected from the four newspapers.

Before presenting the analyses for the two research questions, here demographic data related to the four popular online newspapers are presented, related to the number of articles, paragraphs, sentences, and overall words. A total of four online newspapers were conducted in this study. Table 4.1 presented a summary of the demographic figures of the newspapers collected in the valid action of retrieving online newspapers.

Table 4.1: Total number of titles, paragraphs, sentences, and repeated words analyzed in the study

Newspapers	**Articles**	**Paragraphs**	**Sentences**	**Non-repeated words**	**Overall words**
Thmey Thmey	15	69	130	646	3,343
Sabay	15	48	93	752	2,742
Fresh News	15	66	101	925	4,337
Rasmei Kampuchea	15	91	118	1,148	3,896
Grand Total	**60**	**274**	**442**	**2,488**	**14,318**

The demographic variables of online newspapers in terms of the number of titles, paragraphs, sentences and repeated words. The number of titles was equivalent to Thmey Thmey, Sabay, Fresh News and Rasmei Kampuchea online newspapers as 15 while the number of grand total paragraphs was 274. Thmey Thmey and Fresh News were similar among 69 and 66 paragraphs and the maximum of paragraphs were 91 of Rasmei Kampuchea whilst the minimum of paragraphs was 48 of Sabay. The grand total of the sentences of four online newspapers were 442 covering 93 of Sabay, 101 of Fresh News, 118 of Rasmei Kampuchea and 130 of Thmey Thmey, individually. The grand total of non-repeated words was 2,488 words among Thmey Thmey, Sabay, Fresh News, and Rasmei Kampuchea. The most non-repeated words were Rasmei Kampuchea of 1,148 words, whilst the lowest non-repeated words were Thmey Thmey of 646 words. The Fresh News and Sabay were 925 and 752 non-repeated words, respectively. The grand total of overall words was 14,318, which Rasmei Kampuchea and Fresh News were similarity proportion of 3,896 and 4,337, and which Sabay and Thmey Thmey were 2,742 and 3,343 overall words.

4.1. Results for the number of titles, paragraphs, sentences, and repeated words

The first question aims to investigate the average length of an article, paragraph, and sentence among four popular online newspapers in Khmer, in comparison to academic texts. The scale of readability formulae is mathematical equations whose results provide interpretations for the description of a text from ‘very easy’ to ‘very difficult’.

As shown in the Table 4.2, four online newspapers as Thmey Thmey, Sabay, Fresh News and Rasmei Kampuchea including number of words in an article, number of paragraphs, number of sentences, number of words of a paragraph, and number of words in a sentence in an article were analyzed.

Table 4.2: Four newspapers analyzed in the study

Four newspapers	N	Min	Max	Mean	S.D
Thmey Thmey					
Number of words in an article	15	69	532	222.87	141.022
Number of paragraphs in an article	15	2	10	4.60	2.44
Number of sentences in an article	15	3	20	8.67	5.04
Number of words in a paragraph	15	23	67.5	47.21	11.71
Number of words in a sentence	15	19.17	33.8	25.34	3.51
Sabay					
Number of words in an article	15	88	255	182.80	43.80
Number of paragraphs in an article	15	2	4	3.20	0.56
Number of sentences in an article	15	3	8	6.20	1.70
Number of words in a paragraph	15	34	85	58.11	16.61
Number of words in a sentence	15	12.57	61.33	31.89	12.09
Fresh News					
Number of words in an article	15	96	824	289.13	178.20
Number of paragraphs in an article	15	3	9	4.40	1.55
Number of sentences in an article	15	3	16	6.73	3.45
Number of words in a paragraph	15	32	91.56	63.22	20.96
Number of words in a sentence	15	28	63.8	42.11	10.05
Rasmei Kampuchea					
Number of words in an article	15	107	566	259.73	115.73
Number of paragraphs in an article	15	3	10	6.07	2.28
Number of sentences in an article	15	3	15	7.87	3.20
Number of words in a paragraph	15	27.33	81.25	43.75	16.30
Number of words in a sentence	15	25.09	51.25	33.66	7.83
Grand total					
Number of words in an article	**60**	**69**	**824**	**238.63**	**132.30**

Four newspapers	**N**	**Min**	**Max**	**Mean**	**S.D**
Number of paragraphs in an article	**60**	**2**	**10**	**4.57**	**2.09**
Number of sentences in an article	**60**	**3**	**20**	**7.37**	**3.59**
Number of words in a paragraph	**60**	**23**	**91.56**	**53.07**	**18.13**
Number of words in a sentence	**60**	**12.57**	**63.8**	**33.25**	**10.61**

The smallest total number of words in an article is 69 words, while the biggest is 824 words, with a mean value of M = 238.63 and standard deviation (SD) of 132.30. For paragraphs per article, the smallest number is 2, while the highest is 10, with a mean value of M = 4.57 and standard deviation (SD) of 2.09. For numbers of sentences per article, the smallest number is 3 while the highest is 20 (M = 7.37 and SD = 3.59).

For word counts, words per paragraph average at 53.07 (M = 53.07, S.D = 18.13), while an average sentence length was found to be at 33.25 (SD = 10.61).

The table 4.3 depicts the summary of sentence word counts for Thmey Thmey, Sabay, Fresh News and Rasmei Kampuchea.

Table 4.3: Total number of words in a sentence analyzed in the study

Number of words in a sentence	**Min**	**Max**	**Mean**	**Std. Deviation**
Thmey Thmey	19.17	33.8	25.34	3.51
Sabay	12.57	61.33	31.89	12.09
Fresh News	28	63.8	42.11	10.05
Rasmei Kampuchea	25.09	51.25	33.66	7.83
Grand Total	**12.57**	**63.8**	**33.25**	**10.61**

These results suggest that the readability and comprehensibility of the sampled articles seem rather low and the four popular online newspapers appeared to appeal to college students if Table 4.3 is to go by. The average length of Fresh News sentences was the highest (M = 42.11, SD = 10.05), while Thmey Thmey had the shortest sentences (M = 25.34, S.D = 3.51). The other two newspapers had similar average sentence lengths – with M = 31.89, SD = 12.09 for Sabay and M = 33.66, S.D = 7.83 for Rasmei Kampuchea.

Figure 4.1 presents an average number of words per sentence in Khmer guide books, Thmey Thmey, critical thinking textbook, Khmer grade 12 textbook, History textbook for higher education, Sabay, Rasmei Kampuchea, and Fresh News. The highest mean of words in a sentence was found for Khmer grade 12 (44.58 words) whilst the lowest mean was found for the Sangapac Critical thinking (27.22 words). The average numbers of words in a sentence for Thmey Thmey, Resmei Kampuchea, Sabay and guide book were similar, averaging between 31.89 of 36.19 words. History textbook for higher education and Fresh news sentence lengths hover at around 36 words per sentence.

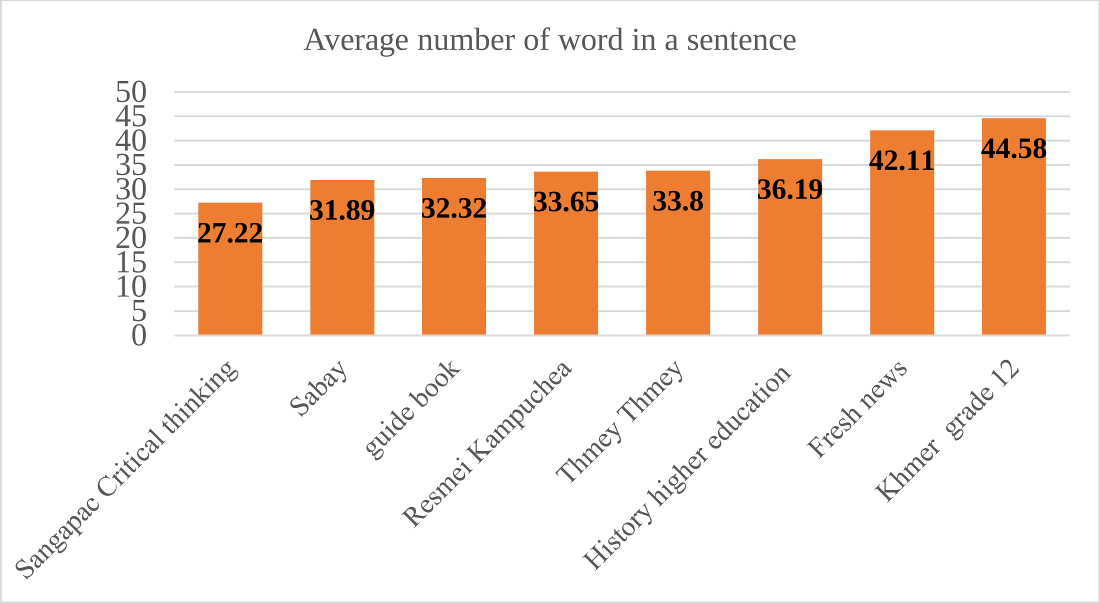

Figure 4.1: Average number of words in a sentence

The researchers conducted an analysis of variance (ANOVA) of the number of words, paragraphs, and sentences per article, and the number of words in a sentence for the four online newspapers. The numbers of words and sentences in an article had no statistically significant difference among all the texts included in the analysis at the 95% confidence level (F [3, 59] = 1.9, *p* = 0.14 for sentences across articles and F [3, 59] = 1.467, *p* = 0.233 for words across articles). However, the number of paragraphs per article and words in a sentence had a statistically significant difference at the 0.5 (F [3, 59] = 5.968, *p* = 0.01) and (F [3, 59] = 8.933, *p* = 0.00). This result showed that the numbers of paragraphs and the numbers of words in a sentence written in the four online newspapers were of different quantity, as clarified in Table 4.4.

Table 4.1: Differences and Similarities in lengths among the articles from the four newspapers

	Four types of Newspapers				
	Df	SS	MS	F	Sig.
Number of words in an article					
Between Groups	3	95421.133	31807.044	1.9	0.140
Within Groups	56	937318.8	16737.836		
Total	59	1032739.933			
Number of paragraphs in an article					
Between Groups	3	62.2	20.733	5.968	0.010
Within Groups	56	194.533	3.474		
Total	59	256.733			
Number of sentences in an article					
Between Groups	3	55.533	18.511	1.467	0.233
Within Groups	56	706.4	12.614		
Total	59	761.933			
Number of words in a sentence					
Between Groups	3	2147.806	715.935	8.933	0.000
Within Groups	56	4488.238	80.147		
Total	59	6636.044			

$p < 0.05$

Table 4.5 displays the results of correlation among of number of sentences per article, number of words per article, number of paragraphs per article, and number of words per sentence of the four online newspapers. The results presented that there is statistically significant positive correlation coefficient between them, ranging from direct and moderate (Pearson $r = 0.352$, $p < 0.01$) to direct and very strong (Pearson $r = 0.826$, $p < 0.01$). Therefore, the null hypothesis was rejected. However, the analyses suggested that the correlation coefficient was not significant between the number of words per sentence and the number of sentences per article (Pearson $r = -0.168$, $p > 0.05$), nor between the number of words per sentence and the number of paragraphs per article (Pearson $r = 0.049$, $p > 0.05$).

Table 4.5: Correlation among number words in number of sentences, number of words in an article, number of paragraphs, and grand total words in sentences

		Number of sentences per article	Number of words per article	Number of paragraphs per article	Number of words per sentence
Number of sentences per article	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	60			
Number of words per article	Pearson Correlation	.741**	1		
	Sig. (2-tailed)	0			
	N	60	60		
Number of paragraphs per article	Pearson Correlation	.826**	.770**	1	
	Sig. (2-tailed)	0	0		
	N	60	60	60	
Number of words per sentence	Pearson Correlation	.352**	0.049	-0.168	1
	Sig. (2-tailed)	0.006	0.712	0.198	
	N	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 displays the different means of sentence lengths found in the target newspaper articles and academic texts. The average sentence length of the newspaper articles (M=33.25, SD = 10.60) was not significantly shorter than the that of academic texts (M = 34.30, SD = 21.02) at the .05 level ($t = -0.35$, df = 123). According to this result, there was no significant difference in the average number of words per sentence in newspaper articles and academic texts (F = 2.049, $p = 0.155$). Since no statistically significant mean difference found in the sentence lengths of newspaper articles and academic texts, the null hypothesis was maintained, suggesting that these news articles had the same level of readability as that of academic texts for senior high school and university students.

Table 4.6: Difference between newspapers and academic texts

	Differences between newspapers and academic texts						
	Newspapers		Academic texts				
	(N = 60)		(N = 67)		F	t	p-value
	M	SD	M	SD			
Number of words per sentence	33.25	10.60	34.30	21.02	2.049	-0.35	0.155

$p < 0.05$

4.2. Results for the most commonly used types of sentences

The second research question examined in this study is: “What are the most commonly used types of sentences among the articles collected from the four newspapers?” This question is to investigate the most commonly used types of sentence structure in the popular online newspapers since this may provide an insight into the ways these journalistic authors chose to convey their messages in the online newspaper articles. Descriptive statistics was used to analyze the mean, standard deviation, maximum, and minimum in the sampled articles included in the study. Before using descriptive statistics, as explained in the previous section, the researchers analyzed the 444 sentences separately, and then compared their responses. Where differences occurred, an extensive discussion was conducted to reach an agreement, on several occasions with an intervention from a fourth analyst, who is an established Khmer linguist via Zoom web conferences.

As presented in Table 4.7, the number of quotations, simple sentences, complex sentences, and compound-complex sentences were analyzed in the 60 articles retrieved from four online newspapers.

Table 4.7: Four newspapers analyzed the quotation, simple, complex, and complex-compound sentences

Four newspapers	N	Min	Max	Mean	S.D
Thmey Thmey					
Number of quotations in an article	6	1	3	1.50	0.84
Number of simple sentences in an article	13	1	6	3.31	1.89
Number of complex sentences in an article	14	1	9	4.14	2.57
Number of compound-complex sentence in an article	12	1	4	1.67	0.99
Sabay					
Number of quotations in an article	1	1	1	1.00	.
Number of simple sentences in an article	13	1	4	2.15	1.14
Number of complex sentences in an article	15	1	6	3.40	1.24
Number of compound-complex sentence in an article	8	1	3	1.63	0.74
Fresh News					
Number of quotations in an article	3	1	4	2.00	1.73
Number of simple sentences in an article	10	1	3	1.70	0.82
Number of complex sentences in an article	12	1	7	2.50	1.88
Number of compound-complex sentence in an article	13	1	8	3.69	2.14
Rasmei Kampuchea					
Number of quotations in an article	2	1	2	1.50	0.71
Number of simple sentences in an article	12	1	6	2.25	1.55
Number of complex sentences in an article	15	1	10	3.67	2.29
Number of compound-complex sentence in an article	15	1	4	2.20	0.94
Grand total					
Number of quotations in an article	**12**	**1**	**4**	**1.58**	**1.00**
Number of simple sentences in an article	**48**	**1**	**6**	**2.40**	**1.51**
Number of complex sentences in an article	**56**	**1**	**10**	**3.46**	**2.08**
Number of compound-complex sentence in an article	**48**	**1**	**8**	**2.37**	**1.57**

The most commonly used were complex sentences of 56 ranging the minimum number of 1 to the maximum number of 10 sentences in an article and mean (M = 3.46, S.D

= 2.08) while the lowest figures of the types of sentences were the number of quotation sentence of 12 consisting of mean (M = 1.5, S.D = 1.00) and starting the minimum proportion of 1 to the maximum proportion of 4. The equivalent number of simple and compound-complex sentences was 48 articles including the mean of simple sentence (M = 2.40, S.D = 1.51) and the mean of compound-complex sentence (M = 2.37, S.D = 1.57) and the same lowest volume of 1 to the highest volume of 6 of simple sentence and 8 compound-complex sentence. Furthermore, the types of sentences were analyzed in 60 articles following Khmer syntax such as quotation sentences, simple sentences, complex sentences, and compound-complex sentences. The maximum number of quotation sentences, simple sentences, complex sentences, compound-complex sentences were 6 articles of Thmey Themy, 13 articles of Thmey Thmey and Sabay, 15 articles of Sabay and Rasmei Kampuchea, and 15 articles of Rasmei Kampuchea, respectively. In contrast, the lowest number of quotation sentences, simple sentences, complex sentences, and compound-complex sentences were 1 article of Sabay, 10 and 12 articles of Fresh News, and 8 articles of Sabay, separately.

As shown in Figure 4.2, types of sentences in the 60 articles of the target online newspapers were analyzed. The least common type was the quotation (19, which is equal to 4%) while the most common one was complex sentence (194, which is equal to 44%). 114 and 115 simple and compound-complex sentences were used, respectively, which are equal to 26%, approximately. The fact that a large proportion of complex sentences was used by journalists in the four online newspapers could be attributed to a number of possible reasons discussed in the next section.

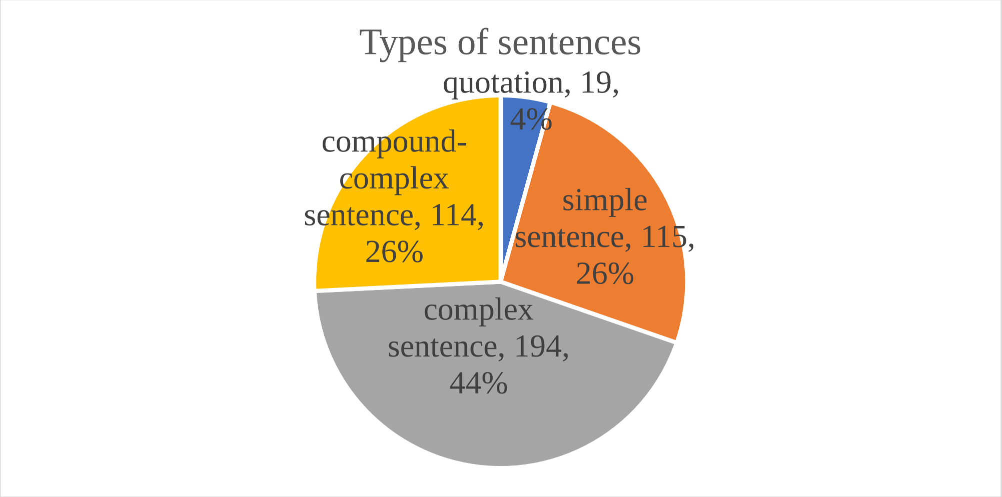

Figure 4.2: Average number of words in a sentence

4. Discussion and conclusion

This research study sets out to conduct a syntactical analysis, in particular sentence structure, of 60 articles published in four online newspapers written in Khmer in Cambodia. It tries to answer two main research questions specified in Section 1. As explained in the findings section, the average number of words in a sentence in academic text and four popular online newspaper was not significantly different at the .05 level (*t* = -0.35, df = 123). The finding showed that the newspapers and academic texts had similar readability and comprehensibility levels and hereby appear to be written for college students. These long sentences are likely due to the trend among Cambodian journalistic writers to use multiple nominal groups and clauses within each sentence, either because of their under-using sentence-breaking punctuation marks and insufficient trainings in written media discourse conventions. The results from this study are consistent with the statements by McNamara et al. (2010) who mentioned that potential causes of text complexity include factors such as the frequency and function of clauses and subordination in the sentence and text and length of linguistic structures. They also explained that readability challenges can occur if the syntax of a sentence is complex, and higher demands are placed on working memory processing. The study findings contrast suggestions by DuBay (2004) and Biber, Johansson, Leech, Conrad, and Finegan (1999b) who claimed that news reportage had an average sentence length of 20 words as cited in Longman Grammar of Spoken and Written English. Russell (2001), in fact, suggested that a sentence containing between 15 to 25 words is most suitable and comprehensible for public communication, while Smith (2007) recommended that journalists refrain from going beyond an average of 20 words per sentence.

As mentioned in second research finding, complex sentence was most commonly used in the target online newspapers in line with the findings by Kongsakorn and Kongkaew (2017), Nina and Endu (2019), and Andriani and Bram (2021). The results showed that complex sentence is easy to be extended with added syntactic categories such as clauses and phrases. The findings suggest that the writers for the four newspapers had an ability to connect sentences, forming complex relationships within and between clauses the way academic text is written. The results from this study are consistent with the statements by Bamberg and Marchman (1991), Haynes and Shulman (1998) and Paul (2001) who stated that complex sentences allow language users to temporarily and causally order events and boost the cohesiveness of narratives and increase the complexity of the written language. Plus, Monippally and Pawar (2010) supported the use of complex sentence especially for academic writing style which tends to favour longer and complex sentences. However, Reed (1994) and Buckingham (2015) argued that if the journal articles have more terminologies, long noun phrases, and quite complex structures, the language used in journal articles becomes denser.

To conclude, the study shows that Khmer journalistic sentence structures follow those of English news discourse. However, the average sentence length appeared higher than those recommended by international literature which could potentially hinder readability and comprehensibility from the readers' perspectives. One main reason longer sentences in Khmer newspaper writing could be adherent in the contemporary Khmer writing style which uses fewer punctuation marks, as compared to prescriptive grammar rules specified in the academic Khmer grammar textbooks. The other important implication pertains to the role of editors in ensuring the written outputs of journalist writers are appropriate for their target audience. During the specified publication period, information about COVID-19 outbreaks, preventive measures, and treatment was relatively scarce, and there was a high demand of such information, possibly prompting the editors to approve articles for publication in the four newspapers with less editing of language use and sentence structures than normal.

On the pedagogical and professional training fronts, these four newspapers are popular on social media, of which a large proportion of the audience is teenagers, rather than higher education students. Continuous professional training in stylistic writing without overdoing of sentence combination and/or expansion while focusing on readability and comprehensibility will be indispensable in helping writers and editors close this gap.

For future studies, it is recommended that the such an analysis be expanded to include other grammatical features at the sentence level to develop a better understanding of how these features interact with sentence lengths and structures, and possibly to be connected to semantic and pragmatic analyses so as to factor in adherent meanings of sentences and those intended by the writers themselves. Such studies will benefit from an attempt to seek direct documentation of the writers' intended meaning, for example, via an interview or diary entries, as opposed to those perceived by the target readers.

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‘Languaging’ as Marketing and Promotion Strategies: What Triggers Emotional Engagement of Potential Customer

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Abstract

Under the circumstances of COVID-19 devastating restaurant management, there are increasing demands of promotion for culinary business all over the world. This study investigates the way to market and promote culinary business by developing digital promotion products. In order to promote culinary business, a marketing and promotion project took place in the university as the joint project. The project teams were formed to promote Georgia beverage together. Intercultural project involves a synergistic work between a group of students from Georgia and Japan. This study employs mediated discourse analysis (Scollon, 1998; Scollon & Scollon, 2004) to see the spoken and unspoken language as actions. Mediated discourse analysis expands understanding language in action in daily lives. Mediated discourse analysis comes from an adaptation of sociocultural theory. The focus of mediated discourse analysis is not only discourse but the whole vision of social practices. Wertsch (1998) claims that all actions are mediated through ‘cultural tools': objects, technologies, practices, identities, social institutions, and also language and other semiotic systems. In order to bring back lively business there must be fundamental factors that stimulate potential customers. The project is to raise awareness conversion of two socio-cultural contexts apparently distant, through beverage marketing and the restaurant promotion. The integration of ideas creates marketing and promotion tools to trigger emotional engagement of potential customers. This project also brought a unique opportunity for interaction between two cultures that may seem distant, but that are similar for what concerns communication and international business relations.

Keywords: Languaging, Beverage Marketing and Promotion, Culinary Business, Design Thinking, Mediated Discourse Analysis

1. Introduction

This study aims at investigating how multiple groups of the project participants find the way to market and promote culinary business by developing digital promotion products. In order to develop the marketing and promoting digital products, the project members needed to propose prototypes for the client. The marketing strategy and digital products development followed the design thinking process. Design thinking is an interactive process in which all participants seek to understand the potential customers approaching from multi dimensions (Dam & Siang, 2021).

The past studies about destination marketing suggest that conveying the expectations of memorable experience associated with the destination is important (Blain, Levy & Ritchie, 2005). Nichita and Tanaka (2017) conducted research on destination marketing for a Romanian small village. Photographs were employed as the visual anthropology of a small village to create promotional video. Beautiful sceneries are crucial elements constituting images for promotion. Futhermore, local people’s engagement is more important to stimulate the tourists’ expectation. This research echoes their argument to use available resources not only cultural heritage also involvement of people. In order to explore marketing and promotion in digital environment, this study set research question as follows:

1. What elements can be promotion and marketing strategies in digital environment?
2. How do the project members create effective posts on Instagram to reach the potential customers?

From ecological perspective, this project naturally involved different group of stakeholders. Design thinking process produced rich interactions of brainstorms to develop concreate prototypes for the products. The participants from different disciplinaries, interactions might contain meaning negotiations during discussions in each stage of development process. This study shed the light on interactions and creations on the website which illustrate the effective marketing and promotion in culinary business. In order to investigate marketing and promotion strategies, section 2 provides the literature review and key concepts in relation to empathy. Data analysis will be developed with empirical sources in section 3. Section 4 is devoted to discuss important element of emotional engagement. This study will conclude with consideration to achieve successful outcome in marketing and promotion.

1-1. Background

Culinary business became important industry for Japanese economy. According to the report of Japan Foodservice Association, culinary business industry produces large employment 5,000,0000 past years in Japan, size of market in 2019 was $251,816,000,000. However, COVID-19 pandemic situation has a significant impact on employees and business owners. Comparison to 2019, March 2021, revenue of restaurants was 32.1 %, only 8.1% for bars due to restriction of serving alcohol and shortened hours. The Japanese government kept addressing to refrain from any nonessential and non-urgent outings. There is apparently the atmosphere not to go gatherings in crowded places, wearing masks outside anytime. Culinary business lost enormous numbers of customers to come dining. Customers also arguably have the great disruption from changes being forced to shelter at home. Customers found themselves having to prepare most or all their meals at home. The items on larger amount of sale were canned soup which were up 200% than precious year, and frozen food sales were up 40% (Demetrakakes, 2020). As restaurants have been struggling through the coronavirus pandemic, customers also needed to give up going out and traveling. The crisis has reversed some trends. There is increasing demand of virtual traveling experience among customers. On the website, virtual experiences are offered for consumers to access different world which illustrates people are craving travelling and different experience.

1-2. The project outline

The project was launched as one of the experiential learning course in the university. This project was constituted by multiple groups of people; participants from different disciplines were International Studies and Informatics of Meisei University, Georgian University, the restaurant owner, chefs and staff. International Studies students took initiative in idea creation and crossing disciplinary coordination during data collection. Informatics students developed the digital products by writing the source code for programming the digital products. The restaurant owner provided time and space for the project, that enabled university students experience to conduct the project in an entrepreneurial manner.

The objectives are two folds. The pedagogical objective is to work with people from different disciplinary, such as different major and different country. The collaborative work beyond the expertise and Collaborative Online International Learning (COIL) with the international partner university enable to create the experiential learning. The social objective is to revitalize a restaurant in west part of rural Tokyo by promoting and marketing Georgia beverage applied digital products development. The private restaurant located in west part of Tokyo, named TOUMAI, provides time and space for the project to suggest the proposal of marketing and promotion.

In order to motivate people to go out, the project proposes digital products to experience culinary tourism electrically. What can be done to trigger emotional engagement of potential customers? This study explores the development process to investigate the efficient marketing and promotion strategy in languaging and discourse among participants with ecological perspective.

2.Methodology

This section explains a qualitative ethnography approach which aims at producing contextual real-world knowledge about the behaviors, and shared beliefs of a specific group of people. By doing so, how social interactions develop and make meaning in the society.

2-1. Languaging

The term 'Languaging' is one of pedagogical concepts coined by Swain relating to the participants' cognitive process of negotiating and producing meaningful, comprehensible output (1985). The participants from different disciplinaries brought each discourse and context which influenced the ways of thinking, talking and attitudes (Gee, 1996, 1999, 2001; Flowerdrew, 2014; Handford, 2020). In the collaborative activities, a view of language is not separable from actions and reactions in response each other. Conception of language can be seen not only as a noun, but also as a verb. Gross & Crawford (2022) suggest that collaborative dialogic activities make meaning and build knowledge through language to solve complex problems. Hence, in the project there were multiple opportunities for discussions among participants to create ideas and develop the product.

This study views language not only as a text also as an action which emerge in the interaction and context. Furthermore, language with actions are associated with context which reflect social environment and discourse (Scollon & Saint-Georges, 2011). In order to capture social phenomena relevant to language and action with wider perspective, I employ Mediated discourse analysis as an approach to see languaging and actions.

2-2. Mediated discourse analysis

Mediated Discourse Analysis (MDA) is an approach to focus on linkages between discourse and action which can illuminate how these work in complex social situations (Scollon, 2001). MDA was developed to theorize to answer following questions. Paying attention on the text as well as the action itself and relevance, what is going on here and why someone is doing so. Addition to that, what is the role of discourse in this action and by whom it is produces, why it is used (Scollon & de Saint-Georges, 2011).

Mediated discourse analysis expands understanding language in action in daily lives. Mediated discourse analysis comes from an adaptation of sociocultural theory. The focus of mediated discourse analysis is not only discourse but the whole vision of social practices. Wertsch(1998) claims that all actions are mediated through 'cultural tools': objects, technologies, practices, identities, social institutions, and also language and other semiotic systems. In order to bring back lively business there must be fundamental factors that stimulate potential customers.

2-3. Design thinking

In the discussion of idea creation and product developments, participants are supposed to follow the design thinking process to achieve the successful goal. Design thinking process was lectured and introduced to the participants. Thinking process focus on the five-phase model suggested by Hasso-Plattner Institute of design at Stanford is as follows.

- Empathize – with users
- Define – users' needs, their problem, and your insights
- Ideate – by challenging assumptions, discussing ideas for solutions
- Prototype – to start creating solutions
- Test – solutions (Balcaitis, 2018)

Design thinking is essentially human-centered, user-centered, and problem-solving approach for design. Five stages are interactive and non-linear process. By following the process, participants can assess a problem and identify the more ambiguous factors which might contribute to the conditions of a problem (Dickson Franklin & Tyler, 2018).

The fundamental process is ‘empathize’, empathy plays important role in the human-centered behavior. There is increasing academic awareness of empathy which might have serious impact on society and human development (Davis, 1994). Following section discuss the empathy which the most important concept in this study.

2-4. Empathy

Empathy is the key to solve problem. This section discuss how empathy works in psychological state during the members' product development process. Mead's definition (1968) of Empathy is the capacity to take the role of the other and to adopt alternative perspective oneself. Iacoboni (2005) argues that imitating and understanding of others are important along with Theory of Mind. Imaging others intentionally develop social cognition. Empathy has important function of reasoning and prediction followed by own intentions on emotional level (Iacoboni, 2005). As other definition, Davis (1994) points out that cognitive empathy can be seen as attitude and emotional empathy as emotional response to the emotions of the other. In order to empathize to others for develop the product, there are two approaches, cognitive and emotional engagement. This study applied the concept of empathy as a frame to see languaging in the project.

3. Data analysis

The project aimed at promoting and marketing Georgian beverage. The project members formed smaller teams by purposes. There were main activities, such as social media promotion which employed Instagram posting and developing information technology products. Data were collected in multimodal ways, observation, video, or audio recording of discussion in person and online, fieldnote, and observing posts on social media.

3-1. Posted contents on Instagram for promotion

This study focuses on the promoting activities on Instagram postings from June to August 2021. International studies students took initiatives on idea creation and data collection of product development. As one of the efficient ways, Instagram posting was chosen. The reason they concluded using Instagram was that there were positive and optimistic comments which might help making nicer image building. Moreover, Instagram users share images and videos mainly on this platform, that is effective as visual presentations. The characteristic attracts many companies use the platform as commercial tools (Zarrella, 2014).

Each post had purpose and meaning and reflected the project members’ behaviors and thoughts. When the members thought about promoting the Georgian beverage, the photo materials of Georgian scenery and varieties of beverage firstly gathered. Promoting foreign country drew the participants’ attention to tourism and food. Culinary tourism has been accepted as a popular concept in Japan recent years (Yasuda, 2012). Target customers for the project member were craving travels, so that the materials mostly beautiful sentries. One more objective was promoting beverage. The information was gathered to satisfy beverage connoisseurs; indigenous species of Georgian grapes were also introduced.

Posted contents are briefly categorised into three phases. First, I described earlier, the beautiful but general information that everybody can access on the website. This suggests that the first phase of empathy was cognitive and general. The team members empathized potential customers who liked travel and beverage. The cognition of the others’ situation brought the contents ideas. In this general empathy phase, although mediational means were customer oriented, mediated action was limited within common. The underlined parts of (n),

(p) showed simple mediational means of Georgian foods, (d), (g), (i), (k), (m) illustrated beverage characteristics.

Second, mediated action of the project members was complex. The second phase is mediated empathy. The part underlined (b) was the contents included Georgian colleagues for the member. In this case, the beautiful sceneries were mediational means which supposed to attract potential customers. Through the actions of two parties, Georgia and Japan, 'our colleagues and us', the beauty of the city and objects handed to customers. The project members empathized cognitive state of mind and expanded sense of role as a host. This action can be interpreted that expanding solidarity of host slightly addressed emotional state at the same time.

Final phase is the emotional and personal empathy. There were the posts which had different tone from other post. The member who wrote post on Friday, the underline parts of (j), (o) can tell difference.

The post drew the little story of the project member who engaged beverage marketing. It was not sure that the beverage connoisseurs would be happy, the member who bought the bottle of beverage for the first time in her life. She usually did not drink any alcohol. She had no idea about how to open the cork. Consequently, she kept waiting to open the bottle a while until she knew how to open it. By the time she tasted good condition of beverage for her, it took one week. She commented that five days old, opened beverage was nice for her. This little narrative cannot be indulgent experience. However, personal portrait appeared, and chronological encounter of beverage was unique feature of promoting as mediated action. Excitement and surprise led the empathy emotional and personal phase. The narrative is one of the mediational means. In the underline part of (c) also indicated building relation among international project member, bonding each other seemed fundamental state of joy which might stimulate emotional connection. Following section discuss about how can the project members effectively market and promote Georgian beverage.

[Figure 1] Posted contents on Instagram from June 2021 to August 2021

Monday	Tuesday	Wednesday	Thursday	Friday
2021/6/28 5 slide introducing team members in Japan and Georgia	2021/6/28 5 slide introducing team members in Japan and Georgia	2021/6/30 Introducing the team's name and its meaning	7/1 Introducing the project and promotion activity	7/2 Team introduction and explanation about the university course
7/5 Introducing Georgia's scenery, (a) downtown, bridge, church	7/6 Describing the city of Tbilisi,(b) Georgian member told about current feature of Georgia, Beautiful city that Marco Poro praised long time ago	7/7 Team member talked in the movie, introducing name and what they thought about the project(C)	7/8 Traditional way of beverage making (d)uses the clay bottle called Qveveri.	7/10 Introducing the restaurant (e) that this project also promoting, Restaurant Toumai.
7/12 Georgian One of the faculty members in Georgia gave the movie (f) of Tbilisi	7/13 Series recommendations of different beverage,(g) made out of white grapes and black grapes	7/14 White beverage, (h)' mutsbane' good for olive taste pasta	7/15 Pirosmani, tear drop of Lreopatra, made out of Georgia species grapes (i)	7/17 One of team members bought a bottle of Georgia beverage (j) she wanted to report the taste, but she did not know how to open the cork. She would like to

				comment next time.
7/19 Kisi-Mtsuvane, dry white beverage (k)	7/20 The short movie of the restaurant, Toumai.(l) Entering the restaurant and looking around the dining room and the garden.	7/21 Orange beverage has amber color. It has been made for the 8000 years history of beverage making in Georgia,(m)	7/22 Introducing Georgian food. (n) The chicken dish called Shkmeruli has familiar taste for Japanese people. Dumpling called Xinkali, also looked good	7/23 Team member could open cork and tasted. Her first attempt tasting beverage, (o) right after she opened the bottle, the taste was too strong for her. After one week it became mild. She was not sure the comment sounded good for beverage lover.
7/26 Pictures of Georgian church. (p) Vake Sameba Church in Tbilisi. Inside the church has pictures on walls.	7/27 Khachapuri, Georgian cheese bread. This team's name took from the bread.	7/28 Introducing Georgian dumpling, Xinkali. How it looks like and taste.	7/29 Introducing one of the orchard in Georgia. Chelti orchard started beverage making for home at the begging. They expanded beverage business later and established the beverage brand in Georgia.	7/30 Collaged pictures showing their work in the first semester. Students presented their work as the interim report for the restaurant owner.
2021/8/3 The first semester ended, students presented three different digital products which promote Georgia and Georgian beverage. Hoping these technological products also promoting the restaurant.		8/4 Students finished the first semester, and they look forward to the second semester to work on promotion and development of digital products.	8/5 This team is in charge of Instagram posting. Schedule was shared, Georgian and Japanese students work together at the beginning of September. The intensive work will generate	

4. Result and Discussion

Instagram posting shared numbers of pictures and messages. For the space constrain, this paper does not load pictures. The focus of analysis was on the written text and contents. Even though only text can show action and attitude which was languaging among members. The actions and attitude were influenced the members' empathy toward potential customers. Imaginary action of customers was created through mediated action.

As findings, there were three different phase of empathy which were grounded in this study. To answer the research question, this study examined the data carefully. Cultivating emotional connection needs emotional empathy. The general information was able to receive from the internet. The first phase of general empathy gets along with customers' needs.

However, it might be hard to compete with other sophisticated and creative posts. The second phase of empathy is expanded empathy. The mediated action which provide the mediational means, such as valued object. When the project member stated the movie that our Georgian colleague produced, the movie itself was handed to potential customers by mediated action of both Georgian and Japanese members. By collaborating, the viewpoint of empathy was expanded. Cognitive and emotional parts existed in this empathy.

The final phase of empathy is affecting emotion by sharing personal emotion and experience. Not only have the objects also the stories worked effectively. The importance of narrative was argued in the destination marketing research in the past. To promoting the destination Nichita and Tanaka (2016) demonstrate the tourism industries can apply storytelling to emotional involvement of tourists. Apparently promoting products needs emotional connection to trigger the potential customers. During idea creation, small, ordinary, and tiny topics are often taken for granted. Other indulgent and luxury appeals intervened the sensibility. However, knowing small things work as mediated action and can be mediational means, the empathic idea creation take place in the development process.

5. Final considerations

Through the discussion how the project members achieve the emotional connection with the potential customers, there is fundamental element of personal presence. When the contents include what viewer can see the people’s face and action, the emotional connection emerges.

This project is undergoing in 2021. The contents of Instagram would further develop in the second semester. I continue to engage this research project in the latter half. Here is the restaurant owner’s comment.

> I imagine, it would be nice that I can see Georgian man in augmented reality through my smartphone. Georgian man talks in his Japanese, little broken style… “Thank you for ordering my beverage…For Meisei and Georgia’s collaboration we worked hard in Georgian side. I am Gigi. And we think our beverage is the best beverage in the world! Why so different from other French, Italian beverage…” I would rather listen to the story!
> (The restaurant owner interview, July 30, 2021)

Cultivating future relationship with potentional customer is important and can be done on the digital platform. While people are coping the pandemic era, I hope this study would be able to contribute scaffolding the future path.

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The Mechanisms of Figurative Language and Metaphor in Shaping the Migration Narrative of the American Periodicals

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Abstract

In an effort to understand how metaphors may unconsciously shape people's perception of the world, a detailed analysis of published work is needed. It is understood that metaphors may play a prominent role in shaping public perception of important topics, especially in politics. This makes the questions about: how figurative language, metaphor in particular, plays a prominent role in CDA in shaping the migration narrative of American periodicals. What is the cognitive and ideological power of those metaphors is closely linked to it. Accordingly, the main goal of this study is to investigate metaphors in a variety of media texts and statements taken from the American public space related to the immigration, as a means of critical methods associated with CDA. Narratives that have been selected which will examine various periodicals news articles from the *New York Post*.

Keywords: CDA, Metaphor, Immigration, Tabloid, American Periodical

1. Introduction

The effectiveness of metaphors and communication lies in their ability to simplify and connect different ideas. Learning a new concept can be difficult because there are many subtleties and nuances involved in fully comprehending these concepts. When constructing a metaphor, each concept is simplified down to its most essential parts. All this oversimplification can be troublesome for creating deeper understanding; it is effective at making each concept easy-to-understand. In situations where a simple understanding of the concept is all that is needed, a well-designed metaphor can be one of the most effective ways to relay that meaning. The work started by George Lakoff and Mark Johnson in the late 1970s regarding the use of metaphors and how we understand our lives outlines how the persistent use of metaphors to describe real-world situations inherently changes the way we think, act, and perceive the world around us. In their theory, Lakoff and Johnson (2003) determined the type of metaphors: conceptual metaphors or cognitive metaphors. There were also attempts to define the effect that the increasing use of metaphors in daily discourse is having a widespread effect on how people behave. Accordingly, journalists unintentionally utilize figures of speech to convey information to their readers. Metaphors are used in TV and movie dialogue, books, and even in business writing. It is a figure of speech that helps to bridge understanding between two different parties, especially if they share the same cultural perspective and background. For people outside of a cultural or language group, it is possible that metaphors could make the semantics of a message more difficult for others to understand.

According to Lakoff and Johnson (2003), metaphors are inherently inaccurate and are not a useful way of describing concepts in a factual manner. Because of this, many traditional views on conversation prohibited the use of metaphors in most situations. Doing so would allow people to converse in a way that was consistent, factual, and accurate. However, the increased use of metaphors in daily conversation allows people to have an increasingly strong effect on how others perceive concepts and events. This is why politicians continue to use strong metaphors when speaking to the public about important issues. It gives them the ability to reshape how people see events and concepts that are important, such as the understanding of immigration issues in the United States.

Over the past several decades, the political environment in the United States (and in many places around the world) has become more partisan and less civil than in previous generations. Many suspect that the public perception of politics in general, as well as specific issues, is shifting because of political journalism, which is the primary method that politicians used to communicate with their constituents. Within this political journalism, there is an underlying current of change in how people use elements of language. While the exact cause of this change may be multifaceted, metaphors are perceived to have a significant effect on the public's perception of events and policies. The use of metaphors continues to change over the course of time.

In the context of deep political divides, metaphors can cause readers to feel a certain way about what they are reading. It can reinforce their existing feelings about a topic or relate something they do not thoroughly understand a topic that they already know about. In the past five years, the United States has become particularly divided about race, healthcare, border security, citizenship, international policy, entitlements, and abortion. Certain metaphors and clichés already exist about all of these topics, and the media heavily relies on these to convey their message.

The increased prevalence of the internet and social media have also changed the use of metaphors and how stories are reported. Many readers may only see headlines as articles are shared on social media networks, while others may only skim articles or look for subheads and bullet points. Using metaphors can help to convey this information to people who are not interested in close reading.

This article provides an analysis of a collection of political journalism pieces published in recent years from both sides of the aisle. Within these pieces, the study looks for the use of metaphors in an attempt to determine how they are used to shape public perception. Much of this analysis will be framed using the work of George Lakoff and Mark Johnson, who jointly developed a theory regarding how metaphors shape public perception. By framing this analysis using their theory, it is possible to see how the shifting use of a single element of language can have a profound effect on the outcome of published pieces and public perception of the finished work.

The study of metaphors and journalism is particularly important because of the potential impact of metaphors have on perception. Metaphors rely on common experiences and a general understanding of specific concepts to impart meaning when they are used. In many instances, the people hearing the metaphor must have a similar perception of the elements of metaphor to understand its meaning. Because of this, metaphors play on our perceptions by relying on simpler and shared perceptions of elements are concepts that we all experience (Lacey, Stilla, & Sathian, 2012, p. 416).

Take the metaphor, "Time is Cyclical," for example. This metaphor relies on the concepts of time and the shape of the circle. These are two things that everyone experiences and has a general understanding of. By relating the two to each other, the user can relay the meaning that elements of the past will happen again, but in a much simpler to understand package (Landau, Meier, & Keefer, 2010, p. 1045).

In this example, there are several cultural and linguistic structures that come together to create an effective metaphor. The concept of time is universal, making it a good basis for the metaphor. The concept of the circle is equally universal, making it highly likely that anyone hearing the metaphor will understand those concepts that are presented within. While this metaphor has the benefit of universally shared concepts across cultures, many metaphors do not. In fact, many metaphors can only link one concept between cultures and languages. This common link is used to imply meaning to a second concept so that the reader can understand its meaning without a detailed explanation. It is this method of simplification and comparison that makes metaphors an effective means of communication.

A well-constructed metaphor is also able to imply a subtle meaning within its context. In this case, the subtle meaning implies that people should be wary of the cyclical nature of time because the problems of the past will come around again. This case is also able to imply a more positive outlook as well since it implies that the positive things have happened in the past will also come around again. While using universal concepts to relay a deeper, more subtle meaning, this metaphor is also able to communicate subtext that may vary between cultures leading to different interpretations.

As the analysis progresses, the study identifies metaphors throughout the journalism pieces, as well as their intended impact on readers. While the impact may seem subjective in some cases, it is important to note that the journalists that used these metaphors had an intended use, which was the potential impact on the readers. Because of this, conclusions can be drawn as to how each metaphor impacted readers, as well as the perception of the journalists for specific events that they cover.

The structure of this research designed to discuss metaphors in tabloids narratives and statements taken from the American public space related to the immigration, as a means of critical methods associated with CDA as per George Lakoff and Mark Johnson (2003). As a starting point, periodicals narratives have been selected from the American the tabloid *New York Post*, particularly related to immigration narratives. Those migration narratives were used for analysis in this research, which contain interesting migration narratives. These narratives may be useful in identifying answers to research questions that have already been formulated.

2. Conceptual Metaphor or Cognitive Metaphors

A conceptual metaphor or cognitive metaphors is a metaphor that is used to describe a concept or understanding the conceptual of an idea. Lakoff and Johnson (2003) use the conceptual metaphor, "Argument is War," to describe how conceptual metaphors reshape our understanding and actions. The traditional sense of an argument is a discussion where multiple sides present somewhat opposing views of a single topic in an effort to learn more and promote understanding between the groups. However, this conceptual metaphor relates an argument to war, which most people view as a conflict to be one. In essence, the metaphor says that arguments are meant to be won, even if it must be won by questionable means.

While it may seem strange that they give an argument as war, many people are affected by this type of metaphor. Rather than having a traditional argument, people burgeon argument with the intent to win and won't back down or open themselves to introspection and change. In essence, this conceptual metaphor stops people from being able to have a meaningful discourse and turns every argument into a battle that must be won by any means, even if it comes at the expense of clarity.

2.1. Metaphors have an Effect

At its core, a metaphor is a means of helping people use concepts to shape their perception, thoughts, and feelings (Casasanto & Gijssels, 2015). For example, parents often need ways of relating wisdom to their children in easy-to-understand ways. Rather than taking a more complex approach, many parents will use metaphors to help their children understand. This is especially true with younger children, making metaphors a useful tool for passing along wisdom to others. An example of this is a parent telling their child that "Cleanliness is next to Godliness." The intent is for the child to understand that being clean is inherently good, and they should strive to be clean. It equates being clean to being like God in an effort to shape behavior. For some children, especially those that are religiously minded or invested, this would change their perception of bathing and other hygiene practices and subsequently change their behavior. However, it also highlights a problem with metaphors.

For metaphors to be effective, they have to draw on shared concepts or experiences. Essentially, the person hearing the metaphor must understand one of the concepts used in the same way as the person that created the metaphor. In this case, the child must understand the concept and value of God (or any religious figure that can be substituted) as the parent to understand that being clean is important. The benefit of using well-crafted metaphors is that they work more often than not since many people have shared understandings of concepts and experiences. This is even true across cultures and languages that similarly ground their metaphors in shared values and experiences. Because of this, it is entirely possible to relay a metaphor to someone from another part of the world and still have the same effect as relaying the metaphor to the person next door.

Metaphors are so effective in relaying information and so ingrained in how we relay that information that they become a fundamental component of how people understand the world (Li, 2017). A simple metaphor can have a greater effect on how a person sees the world than an entire textbook. Because of this, metaphors are used consistently in our everyday lives to help people shape their understanding of how the world works. This is especially true in the digital age, where marketing campaigns adapted to be in line with the public's shortened attention span by using simple metaphors to convey the larger meaning of a message in a short amount of time.

2.2. Metaphors are Useful in Communication

Metaphors also found a place in cross-cultural communications because of their effectiveness and relay information. Research conducted by Arif & Abdullah (2017) highlight how people who understand metaphor better in one language can understand metaphors better in another language. This raises an important question about the efficacy of using metaphors in cross-cultural communications. With a limited ability to relay information because of language barriers, the use of metaphors may be an effective way of bridging the gap. However, the potential effect on perception brings into question whether or not metaphors should be relied on to convey that information.

Conceptual metaphors are already being used as a means of teaching students who do not speak the same primary language as the teacher. Since metaphors can be used to shorten the gap created by language barriers, foreign language teachers use metaphors in the classroom to teach students who speak a different primary language (Juan, 2017). The reason that metaphors can be an effective tool for teachers is that they draw on shared experiences and concepts that are found in cultures and languages across the world. A well-constructed metaphor will draw on shared components of various cultures or languages to demonstrate the meaning of one concept by comparing it with another. Teachers are finding that they can use metaphors to convey the meaning of words, concepts, and subjects without the need for a complex understanding of different languages.

It is interesting to note that the use of metaphors in education is not based on specific languages. Rather, metaphors rely less on specific elements of language and rely more on communicating thoughts, concepts, and ideas that are inherently a part of human understanding, regardless of which language a person speaks. (Lakoff, 2014). Sometimes metaphors are able to transcend different languages.

2.3. Metaphors Make Understanding Easier

Perhaps the most useful benefit of using metaphors to relay wisdom is that metaphors combine cognitive and constructivist ways of thinking in a way that makes them both more accessible (Flanik, 2011). When used properly, metaphors can be used to shape the understanding of the concept or about in a way that removes many of the barriers that language and cultural experiences create. This makes information easier to understand regardless of the primary method by which the recipient uses to frame their unique perception of the world and the people around them.

When discussing the use of metaphors in politics, it is important to understand the potential for misuse. Like any element of language, metaphors are free to be used however the user sees fit as long as he or she stays within the basic structural rules about language. Metaphors are particularly interesting to study because they have an inherent ability to shape the perceptions of people that hear them. Since people align their actions with their perception of the world, metaphors can be a powerful tool for creating consensus, standardizing ideas, and growing a base of support for a specific perception of the world. In politics, this becomes a dangerous idea because of metaphors' ability to change people's perceptions.

In politics, especially in the United States, it is becoming increasingly difficult to divest political positions and viewpoints from the inherent benefits of holding political office. Politicians not only hold a lot of power in shaping the country, but they also benefit from having a high amount of social influence as well as high pay rates. For example, the pay rate for a member of Congress regardless of which house they are in places all the members of Congress in the top 1% of earners in the country with earnings exceeding $300,000 per year. Because of this and the fact that many politicians seek political office as a means of holding influence over the country and its citizens, the political landscape has become significantly more aggressive and combative.

In an effort to ensure their reelection, politicians have turned to increasingly more combative and divisive rhetoric. A part of this has been a significant increase in the use of metaphors in political writing. Since metaphors have an innate ability to change people's perceptions and, subsequently, their actions, politicians have come to rely on metaphors to grow a base of support for their positions. Unfortunately, metaphors are consistently being overused and political writing as politicians try to simplify and reshape their message to have the greatest effect on the largest collection of people possible.

Although metaphors are a language tool to express an idea, politicians are increasingly misusing to try and align people with their point of view by changing their perception. While this is not inherently wrong, the underlying problem is that metaphors did not show people the entire breadth of the ideas that politicians promote. Metaphors are constructs that are used to relate one simplified concept to help people understand another simplified concept. Because of this, many of the details are left out of the discussion when metaphors are overused, and no effort is placed in filling in the missing details. Political writing and many political speeches have fallen into the constant misuse of metaphors by overusing them and not filling in the gaps that they create. When analyzing political writing, like the analysis that is done in the study, it is important to be aware that metaphors are used in large part to simplify the ideas that are presented and to sway public opinion in their favor.

3. Metaphors in Political News

At one level, critical analyses of conceptual metaphor represent a potentially rich area of study. Current and emerging studies reflect the increasing diversity in the field and the increasing avenues for research development that derive from the application of the model. At the same time, pertinent critiques of the model identify the model's potential limitations. A primary example includes the types of limitations that derive from applied research frameworks. While theorists continually identify the need for selecting texts that present common modes of metaphorical expression, the prevailing tendency within the field tends to derive from the selection of specially coded texts that implicitly reflect power disparities (Cameron et al., 2009). Hart's (2013) selection of David Cameron's political speeches, for example, resulted in the author selecting sources that reflect the distinctions between the political leader and his followers. This selection enables Hart (2013) to effectively explore the dimensions of power emerging from Cameron's select use of metaphors. At the same time, this approach selects a text that cannot be considered representative of day to day metaphorical exchanges given the specialty nature of the text. Rafelli and Katunar's (2016) strategy in examining dialogic modes of discourse exchanged among members of the same discourse community and without an explicit reference to hierarchical power arrangements might represent emerging solutions to this same problem. The broader point deriving from these observations indicates the need for developing diverse modes of scholarship that focus on distinct settings featuring equally diverse power relationships among community members. Another key limitation potentially impacting the field entails the tendency among contemporary analyses to focus on narrow examples of metaphorical expression (Camp, 2006). A potential solution to this problem might include the expansion of current research: a methodology that would expand critical attention to metaphorical study to new modalities.

Politics in the United States has undergone a significant change because of the changes in the different elements of language that are used. For a long time, journalism is heavily focused on providing factual information while limiting bias within the writing. This is true even in political speeches and other forms of communication involving formal actions by politicians. However, this practice slowly changed over time. One of the changes that had a significant impact was the use of metaphors in writing.

Metaphors are inherently simplify language by highlighting specific aspects of the concept and relating them to another concept. It is this action of highlighting specific aspects that also make metaphors inherently inaccurate as other aspects of the concept are minimized or hidden to make the metaphor possible. Since metaphors become more popular in political writing, many of the concepts that politicians address are oversimplified and hide much of the context of information from readers.

In general, political writing is more simple and straightforward than it was before partly thanks to the use of metaphors. The increased use of metaphors forces politicians and journalists to simplify their ideas so that they can easily relate them to readers. This also comes at a cost since readers are not given the full details of a situation.

Despite the problems with metaphors, the use of metaphors continues to rise. This is because well-designed and placed metaphors can have a substantial effect on the audience. More specifically, the use of metaphors allows politicians to shape the perceptions of readers, which is why metaphors are so valuable in political writing. Unfortunately, this ability to shape perceptions also makes the use of metaphors in political writing inherently dangerous. It gives politicians and journalists an overpowered ability to shape the perceptions of the readers alongside their own political biases and other incentives.

Because of this, many feel that the political discourse in the country has stalled and become a series of arguments in which neither side is willing to compromise. Without the ability to compromise for older coherent discussion between opposing ideologies, the political machine in the United States has stopped being effective and is becoming the cause of much unrest in the country. As people become increasingly dissatisfied with the political landscape, politicians also continue to simplify their messages, making it a cyclical problem.

Another aspect of political writing that has changed is the tone of the writing. Over the last several decades, political writing has become more aggressive and divisive. The distinctions between the two major political parties (the Democratic Party and the Republican Party) have grown, and infighting over politics with the country has significantly increased. The conversations regarding the politics of either party have also become more antagonistic as political writing contributes to widening the divide between the two political ideology extremes. Each side can be seen using more and more metaphors to simultaneously isolate, deride, and antagonize the other party leading to increased tension and fighting within the country.

Metaphors can be seen as a leading problem in the development of political writing and language. One of the main reasons for this is that many of the metaphors used in politics combat terminology. The consistent use of combat-related terms, such as battling, fighting, and war, change how people perceive politics. Rather than having an argument for both sides can discuss an issue and come to a compromise, politics is perceived as a fight you want where neither side is willing to concede. It is this shift in the perception of politics partially based on the metaphors that are used that are creating what appears to be an untenable political landscape for the country.

3.1. I'm an immigrant — and Trump is right on immigration: By Neil Gouveia and Susan Edelman (August 4, 2018).

This piece by Gouveia and Edelman (2018) describes the political views and experiences of Neil Gouveia, who immigrated to the United States legally but under difficult conditions when he was 10 years old. The overarching theme of the piece is that Gouveia believes that people should support the more restrictive immigration policies presented by the Trump administration. Furthermore, it discusses his experiences when talking about his political views with others in effect that that has had on him.

This piece is presented in Gouveia's point of view, leaving few instances for misinterpretations or metaphors. However, several metaphors can be found when Gouveia refers to wisdom that was relayed to him by others as well as a description of his own negative experiences expressing his political opinions.

The first example of a metaphor appears when Gouveia talks about the perceptions of politics there were passed on to other people. He states that he was taught that "conservatives were the bogeyman" (Gouveia and Edelman, 2018). In this example, he combines the concepts of conservatives who hold were considered to be traditional political values and the bogeyman, which is a mythical person found across multiple cultures. The overall connotation of this metaphor is negative in that it equates conservatives with a mythical creature responsible for horrible acts.

Using such imagery in a metaphor is not uncommon since metaphors rely on cultural conceptualizations to impart meaning. These cultural conceptualizations impact the language that is used to develop metaphors (Sharifian, 2017). In this case, Gouveia's conceptualization of the idea relies on a common catch-all term for bad people is prominent in many cultures.

The impact of cultural influences can be widespread throughout the use of language. In many cases, especially in political pieces, journalists tend to combine metaphors to have a stronger impact, but also to conceptualize complex situations easily. This is especially true in political journalism and arguments since much of the work involves boiling complex issues down into simple and digestible questions or bits of information (Kimmel, 2010). Gouveia uses two metaphors simultaneously that are culturally influenced when he speaks of his interactions with other people regarding his political views.

In the statement, “This point of view was met with heavy backlash and a barrage of insults” (Gouveia and Edelman, 2018), Gouveia uses the metaphors "heavy backlash" and "barrage of insults" to describe the situation.

The first metaphor uses the concept of weight to imply a more severe response and the backlash. This is a common method used in storytelling to convey the severity of the situation. Culturally, the use of weight to convey intensity is commonly used in cultures around the world. However, it is important to state that no conclusion about the severity of the backlash can be definitively drawn other than that it was highly severe. This can be subjective and can only convey the feeling of severity in general terms that people can relate to.

The second metaphor, "barrage of insults," also conveys the intensity of the response from other people, but in a slightly different way. Instead of conveying severity directly, it implies the severity of the quantity rather than weight. A barrage is used to convey an indistinct number of consecutive attacks on the target. In essence, Gouveia is saying that he receives a large number of consistent insults. However, the imagery of his metaphor is important.

The term "barrage" is generally used with military meaning and is used to show that Gouveia was being attacked with many insults. This subtly infuses people's perception of the situation with a sense of danger and an overall negative context. If Gouveia changed barrage to a more positive term, it might not have the same sense of severity that is implied here. By choosing such terms, he invokes people’s general understanding of war references to help people understand how he felt as well as to promote empathy for his situation.

3.2. Sorry, Hillary: Trump’s policies are clearly better for blacks: By John Lott: (August 25, 2016)

The use of metaphors has changed significantly since the early study of metaphors began in Aristotle's time (Li, 2017, p. 309). With traditional methods of speech reserving metaphors for embellishing pieces rather than making the find arguments, metaphors were seen less often in common usage. However, the use of metaphors has increased significantly with the adoption of specific metaphors that have become a part of the daily language (Strapparava, 2018). This is becoming more evident in political speeches in writing as metaphors are used commonly, and can significantly affect the tone and underlying meaning of an argument.

In this piece by John Lott (2016), metaphors or use to establish a stern and intense tone throughout. In this piece, three prominent metaphors can be found. The first metaphor, "falling into the wrong hands," is a common phrase when discussing the use of specific items. In this case, the conversation addresses gun ownership in the United States. By using the metaphor "falling into the wrong hands," Lott draws a distinction between who should be allowed to guns and who should not. However, he is also subtly drawing on people's ingrained opinions of right and wrong to cultivate investment in his idea.

Specifically, "the wrong hands" is a subjective term based on each person's sense of right and wrong in their idea of who the "bad guy" in a narrative is. People have wildly different interpretations of who that is, allowing them to understand what Lott is trying to convey easily. "Falling" also has a subtle connotation in this context and that it implies that the "good people" in this narrative will be responsible for the "bad guy" acquiring guns if they do not safeguard them.

Another method using metaphors that seems to be becoming more widespread is using metaphors to illustrate an extreme level of intensity. In Lott's article, three examples of this can be found. He uses the metaphors, "lifeline", "losing ground", and "life-and-death" (Lott, 2016). All of these use imagery to invoke extreme circumstances for the people that he is talking about. Most notably, the use of "life-and-death" invokes a primitive and critical response from the people involved. He uses it to show that the issue in question is the decisive issue that defines where people's allegiances lie.

Such imagery can have a subtle effect on people’s understanding of the subject matter. By equating the situation with a metaphor for an extreme situation, Lott is effectively elevating the importance of the entire conversation so that everyone will pay attention to. Not only that, but his choice of words subtly shows readers that he is passionately defending what he believes is right. Therefore his argument will hold more weight with readers, especially those with similar or matching perspectives.

3.3. MS-13 gang member caught traveling with migrant caravan: Border Patrol: By Tamar Lapin (November 28, 2018).

While there are many cases of metaphor being used in political writing to emphasize the underlying tension in the reporting of events, there are many examples of political writing that use metaphor sparingly and only to briefly illustrate the point. In this article by Tamar Lapin (2018), only one metaphor can be found. Lapin uses the word "bloodthirsty" to describe a member of the MS-13 gang.

The writing throughout the article is brief and to the point, while staying entirely focused on the facts and avoiding any politicization of the content. To that end, the use of a simple metaphor to describe a person, event, or situation can help clarify readers' understanding of the situation without implying a greater underlying sentiment. In this case, describing a gang member as "bloodthirsty" quickly conveys the sinister nature of the person without adding political inclination or distracting the reader from the more important message. Instead, it takes advantage of a phrase that is commonly used to help readers understand the person's character in as few words as possible.

This highlights the stark contrast between deliberate versus non-deliberate use of metaphor (Steen, 2011). Most cases deliberately use metaphors to create an underlying meaning they cannot be explicitly stated. In this case, the use of a metaphor may be non-deliberate since this is briefly and does not change the overall meaning of the piece. This is a key difference between different types of metaphors as news reported with a political slant will often use metaphors to help position the ideas within to make them seem larger and more important, while straightforward political reporting without a political slant will avoid metaphors in favor of providing exact and factual information.

3.4. Honduran woman in migrant caravan gives birth on US soil: By Associated Press (December 6, 2018).

This piece by the Associated Press (2018) demonstrates how metaphors have made their way into common use within political offices. While the writing throughout the article is sparse and to the point, it does highlight one metaphor that Pres. Donald J. Trump used to describe his executive powers. The Associated Press (2018) stated that President Trump said that he could "...end birthright citizenship with a swipe of his pen". The metaphor, "swipe of his pen," is designed to convey that the president has a lot of power that is easy to wield to make substantial changes.

Normally, changing the law requires a lot of effort for many people. In this case, the president wanted to convey that he is able to simplify the process into a very easy action. The choice of the word "swipe" is specifically used to convey how easy something is to do. This falls in line with many of the other examples of the president's view of his executive powers in which many cases involve language, specifically metaphors, that evoke a sense of ease in action.

In Lakoff and Johnson's theory, they discuss how metaphors create a systematic change in how we speak about specific actions. Throughout his presidency, President Trump has used metaphors to illustrate how easy it is to make fundamental policy changes. Doing so requires the consistent use of words that evoke a sense of ease and using his executive powers. This illustrates a systemic change in how early language choices affect speech up until now. In many instances, this becomes a recurring theme.

Lakoff and Johnson (2003) give the example of "Time Is Money". They highlight a series of changes in the use of metaphors throughout everyday language based on this metaphor. Since time is equated to a tangible thing, common language systematically changes to represent time as a tangible thing throughout its uses. By making a simple change to how time is perceived, people systematically change how time is used in various parts of everyday speech.

4. Discussion

After reviewing the available articles for the study, it is clear that the use of metaphors can have a significant effect on how they are perceived. In the articles where few, if any, metaphors are used, the content is more straightforward and factual with little or no political bias present. However, the articles with many metaphors showed a more significant amount of political bias. Furthermore, those metaphors seem to be specifically chosen to outline a narrative that is not explicitly stated in the text. This can be problematic for political journalism and the country as a whole since many people rely on political news outlets to shape their understanding of politics across the country. By relying on these new sources when they have an inherent political bias and a powerful tool like metaphors to shape people’s perceptions, many people are falling victim to plans to align their perception of the world with the interests of news outlets.

Despite these problems, it is also made apparent that metaphors are an integral part of how people think (Johnson, 2010). It is difficult to find a political article that does not make use of at least one metaphor, whether it is added intentionally by the author to help shape the narrative or by a person involved in the story to convey their perspective. When used in this way, they can be an effective tool in creating an immersive reading experience for the reader. Accounts of events by people who were deeply involved in investing in them can be an effective way of showing others the potential benefits and problems associated with political views.

In the articles discussing immigration, having firsthand accounts of events from immigrants and migrants significantly changes the death of the story. Many of these people relied on metaphors to show the reader the depth of their situation. For a method of conveying information that simplifies concepts to make them easier to understand, having a well-placed metaphor in these situations helps to expand the reader's understanding of the situations. They subtly layered in new context clues about specific events as well as how the people in the stories reacted to them. It is this use of metaphors that exemplifies how they should be used to create better, more engaging political stories.

The wide range of metaphor types can make an analysis such as this one difficult. In some cases, metaphors—fall into more than one category, making them hard to classify and to truly understand their role in the publication. However, accomplice analysis of the metaphors and reuse is not needed to understand their impact on the context of each story. By their inherent nature, metaphors are simple and easy to understand. In every case where metaphors use, the meaning of the metaphor was clear. This has much to do with the fact that metaphors rely on shared experiences and concepts across cultures and languages. This is evident when stories involving immigrants that had metaphors did not lose any of their meaning despite the people involved in the reader being from different countries. In some cases, the primary language between the two is also likely different but did not affect the outcome. It is because of this that metaphors can be a very powerful tool for communicating with people around the world. The ability to bypass barriers created by cultural differences, languages, and differing experiences is exactly what is needed to improve communication on a global scale. It is the closest that mankind has come to a universal language that can be used by everyone without the need for translation.

It has also become clear that this powerful benefit is also being misused in political journalism. The overuse of metaphors is drastically changing the way that people perceive political arguments. Unfortunately, media outlets are taking advantage of metaphors to try to align their audiences' political thinking with the interests of the media outlets. Despite any assertions that media companies exist to do anything other than making money, they are businesses with shareholders and employees. While some media outlets may try to (or assert that they tried to) report on the news to help the people, their primary interest is to make money. To that end, media outlets are willing to align themselves with political ideas and political parties using various means to attract an audience with the same political perceptions. They are using metaphors to try to shape how audiences view these reports and political ideas, which will promote cohesion amongst the audience and increase sales of political pieces. The situation in political journalism is leading to the misuse of metaphors to simplify messages for audiences and change their perception of the world.

5. Conclusion

Despite the problems with the use of metaphors, it is still a useful tool in shaping narratives and creating immersive storytelling. Despite all of the research around the subject of metaphors, there is still a lot to learn. Many researchers build off of the work of Lakoff and Johnson because their work made a significant step forward in identifying the different types of metaphors as well as how they are used. This makes approaching the subject much easier, but more information is needed on how the brain can create a new metaphor (Benedek et al., 2014). Creating metaphors is a combination of creative and intellectual processes that can be different depending on the person that is trying to create a new metaphor. Metaphors are inherently ingrained in speech, so creating new metaphors is accessible for everyone. Understanding the subtle differences in how people create metaphors may be the key to understanding how metaphors are made. It requires the ability to understand and simplify concepts down to their important parts while relating those parts to other experiences. It likely requires the creator to fully understand both concepts (the intellectual process) and be able to see a possible connection between them (the creative process). Combining these two would enable the creation of a new and subtle subtext by which meaning can be conveyed without complex explanation.

Whatever the case, metaphors are an integral part of how people think about the world. Continued research to improve the understanding of languages around the world shows that the use of metaphors is increasing, not the present. If metaphors are becoming more important to how we communicate with each other across cultural and linguistic barriers, then it is more important than ever to develop a more significant understanding of how they work and how they should be used. One thing is clear: political journalism has a problem with the use of metaphors.

Examples throughout the research show that the use of metaphors is being coupled with the desire to manipulate readers' perceptions. This may be a difficult problem to solve since it will require journalists and politicians to take a more active role in limiting the use of metaphors in their work. With the potential benefits that metaphors provide, it is unlikely that this will happen. However, it may be possible for researchers to discover ways that metaphors can be better used in political journalism to serve positive ends. Further research is needed to fully understand the construction and use of metaphors, especially in political journalism.

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Investigating the Integration of Culture Teaching in the Foreign Language Classroom: A Case Study

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Abstract

Many scholars argue that language and culture are closely related to each other and hence the teaching of a foreign language cannot take place without the teaching of its corresponding culture which helps promoting language learning and enhancing learners' motivation and performance (Corbett, J. (2003); (1996); Hinkel, E. (1999); Kramsch, C. (2006)). This being the case, the present study aims at putting emphasis on the importance and significance of integrating culture teaching in foreign language classroom in the Algerian school. It seeks to investigate whether foreign language teachers grant significant value and interest to the foreign language culture. Therefore, a descriptive analysis of the English and French textbooks of the secondary education was carried out to identify and examine the way the cultural dimensions are being dealt with. In addition, a survey was conducted by addressing a questionnaire to a number of secondary school teachers of English and French to investigate to what extent they consider culture teaching in their classroom. The research results revealed that despite the fact that there is a move towards fostering culture teaching, the textbooks still offer few tasks that deal with cultural aspects and teachers are still unfamiliar with the techniques to promote it in the classroom, thus they neglect culture teaching and prefer to focus on other aspects in the class like accuracy, fluency and language skills development. In light of these findings, a number of considerable implications and recommendation are presented to foreign language teachers and language policy decision-makers to stress the importance of integrating culture teaching and adequately implement it in the classroom.

Keywords: Foreign Language, Culture, Teaching, Integrating, Classroom

1.Introduction

Learning a new language involves not only understanding its grammatical structures, phonology and lexis but it also concerns acquiring certain features and characteristics of its culture. Acquiring a new language goes hand in hand with the way it is actually used in communication, and hence knowing about its culture and the norms of its native speakers. In other words, a successful communication in a foreign language needs not only a rich lexicon and a mastery of grammar, but also an understanding of its socio- cultural aspects, given that language its value as a means of communication between people who belong to the same socio- cultural context.

Language educators commonly express interest in culture as part of the language experience; they often treat culture as supplemented or accidental to the main task and often fail to address how communication is mediated through a specific language. Consequently, that problem lead learners to face difficulties when studying the FL language. This implies that teaching a foreign language (FL) should be accompanied with the teaching of its foreign culture (FC) in the classroom. Teachers should not be bound to the teaching of language skills and components only (writing, reading, speaking, listening, grammar and vocabulary), equal importance should be given to teaching the culture of the target language.

The need to give a high importance to teaching culture in foreign language classroom is not a new debate; it has been long highlighted by many scholars and researchers in the field like Byram (1989); Kramsch, (1993 and 1998), etc. Yet, it seems that foreign language textbook designers, in Algeria, still neglect the fact that including culture in the textbooks would help the learner reach a cultural understanding and develop an intercultural competency that would help him in developing his personality and facing the outside world.

In fact, the purpose motivating this study is that there is a need of studies to examine the quality of materials used in teaching a foreign culture within its language in Algeria. It aims at exploring the importance of incorporating the teaching/ learning of culture with its language at the secondary education and precisely the first year of the secondary education (SE1) .

The present study is actually an attempt to investigate whether the target language culture is given due importance or not by FL secondary school teachers. This will help future FL teachers to select and implement the appropriate methods and strategies that would help learners to be culturally aware of the FL. It is actually an attempt to expand teachers' awareness concerning the necessity of teaching the FL culture in their classes.

To reach the objectives of this research paper, the following questions have been asked:

1. Do first year secondary school textbooks give importance to culture teaching in FL context?
2. Are the secondary school teachers aware of the importance of culture teaching in FL classrooms?

Based on the major research questions, we formulated the following hypotheses:

1. First year secondary curriculum does not provide sufficient material for the teaching/learning of culture.
2. Culture is neglected by both FL teachers and learners at the secondary school education despite its importance.

The current research paper is mainly divided into sections. In addition to the first section that is devoted to the introduction, section 2 provides the literature review. Methodology will be developed in section 3 and the results discussion will be dealt with in section 4. Finally, the conclusion is provided along with some pedagogical implications and recommendations in terms of foreign culture teaching.

2. Literature Review

2.1. Definition of Culture

The term 'culture' was first used by Tylor in his book "*Primitive Culture*" (1971) who defines it as "that complex whole which includes knowledge, belief, art, moral, law, custom, and any other capacities and habits acquired by man as a member of a society" (p. 69) .In this sense, Duranti (1999) defines culture as "Something learned, transmitted from one generation to the next through human actions, often in the form of face interaction, and of course, through linguistic communication"(p. 24).On the other hand, there are people who reduce culture meaning to food, holidays, lifestyle, etc. However, it cannot be restricted to just this meaning.

The simplest definition of culture, may be, is the one given by Brown (2007). He defines it simply as "a way of life" (p. 188). Brown, further, sees that culture is "the 'glue' that binds a group of people together" (Ibid). Through the previous definitions, one can easily notice that there is an agreement between scholars that culture is a composite of behaviours , traditions, beliefs, attitudes, etc., and that it is a way of life shared by people belonging to the same society.

Another definition of culture is given by Brooks (1968), stressing that culture refers to “patterns for living.” This adds more credibility to the previous definitions and clarifies that culture has to do with everything humans learn to do.

2.2. Characteristics of Culture

Culture is believed to be of numerous characteristics. The main characteristics of culture, according to Hardley
(2001) can be summarized through the following:

- **Culture is socially learned:** Culture does not arise by accident, not innate. A person is not born with cultural concepts but instead learns them through socialization.
- **Culture is shared:** Since culture is a learned behavior, it is not an exclusive property of a single individual or a group of individuals; it belongs to all the members of a society and it is shared by them.
- **Culture is based on symbols or symbolic:** Kramsch (1998) stresses that saying “language is a system of signs that is seen as having itself a cultural value” (p.3). The language we use is based on different symbolic signs, sounds, emblems, and other things that are represented in a meaningful way.
- **Culture is integrated:** This entails that all the aspects of a given culture (greeting, eating, drinking, making relationship, inviting, worshiping…) must be well embraced in the society among its members in order to function properly.
- **Culture is dynamic:** No culture is static or ever-lasting; culture keeps changing over time by adding some new cultural aspects and ignoring / forgetting old ones.

2.3. Language and Culture Relationship

The idea that language and culture are related is not new. However, It was by the end of the 19th century and the beginning of the 20th century that scholars turned their attention to cultural investigation. Since 1990, different scholars have dealt with the relationship existing between language and culture. Risager (2007) considers culture as a component and a part that cannot be separated from the language. She adds that linguistic production and practice is a way of cultural practice since language is always embedded in culture. Furthermore, Kramsch (1998) relates language to identity and culture. She believes that there is a natural connection between speakers’ language and their identity, in other words, by their accent and vocabulary, speakers are identified to a given speech community. Speakers draw a social importance, pride, historical, and cultural unity by using the same language as the group they belong to. In the same context, Byram (1989) argues that

> ‘Language pre-eminently embodies the values of meaning of a culture, refers
> to
> cultural artifacts, and signals people cultural identity. Because of its symbolic
> and transparent nature; language can stand alone and represents the rest of
> cultures phenomena’ (p. 41)

For Kramsch (1988) language and culture are bound in three different ways, to start, language expresses cultural reality, this is because people use language to express their ideas, events, attitudes, beliefs, etc., then, language embodies cultural reality, this means that language is used to create different meanings, like greeting people, writing a letter, reading a book, etc. here, the way the language is used creates understandable meanings to the other members of the society (p.3). This specific idea is in agreement with Byram (1989) who says that

> "…. Language pre-eminently embodies the values and meanings of a culture, refers to cultural artifacts and signals people's identity. Third, "language symbolizes cultural reality" because language is a system of signs and symbols used to picture or depict the reality" (p.41). Kramsch (1998) goes further when she says that "culture is a feature of language itself" (p.8).

2.4. Culture Teaching in Foreign Language Classroom

The way to teach culture depends on how one approaches culture. The characteristics of FC teaching reflect some approaches that FL educators approach aspects of culture;

a- Culture teaching and learning is a process of interpretation. Teaching cultural facts or information has not enabled learners to understand foreign attitudes, values, and mindsets (Kramsch, 1993). The purpose of culture teaching is to make students "understand why the speakers of two different languages acts and react the way they do, whether in fictional texts or in social encounters, and what the consequences of these insights may mean for the learner (Kramsch2003, p.32)." It is a process of learners' interpretation and making sense of their inner and outside world.

b- Cultural understanding is a constructive learning. Robinson (1988), Tseng (2002) both advocated a cognitive and constructive view of culture learning. They view cultural understanding as a shared process in which every individual constructs his/her own meaning with his/her internal cognitive map. "Past experience influences meaning, which in turn affects future experience, which in turn affects subsequent meaning, and so on (Robinson, 1988, p.11)

c- Culture teaching cannot be generalized as teachers do in grammar teaching. Cultural teaching needs to focus on "exploration and description" which is different from teaching grammar because the rules of creating meanings are dynamic (Kramsch, 2006).

d- Issues of stereotype, bias and ethnocentrism are issues to be aware in FC teaching. Stereotype is unavoidable in culture teaching. It is one of the goals to teach learners be sensitive to cultural stereotypes. Stereotypes could become a factor to motivate learners in learning a FL. Meanwhile, it is important to both achieve balance and avoid bias in designing a cultural syllabus and it is also crucial to be aware of the images of ethnocentrism (Hardly, 2001).

2.5. History of Culture Teaching

With the growing interest to teach culture with the FL, many teaching approaches and methods stressed the importance of incorporating culture in language teaching.

Teaching culture along the 1970s was based on the teaching of intercultural communication. The focus on the functional dimension of language led the learners to consider the socio-cultural aspects of language in their developing communicative skills.

In the 1980s, in Risager's (2007), this decade witnessed a considerable growth of culture pedagogy. This growth was supported and promoted by the development of technology, especially video and television which made it possible to record films, etc. from television and use them directly in teaching, which means a much more realistic and detailed mediation of the situational context for language communication.

This emergence has been intensified in the 1990s. Culture pedagogy has become a completely new part to be taught with language pedagogy. The 1990s decade was characterized by internationalization, reflected by the growing interest in studying tourism, travel, etc., in addition to the new emerging ICT (Information and Communication Technologies), especially the Internet, which benefited the field of language teaching (Risager, 2007).

The history of teaching culture has undergone different steps across different periods to reach the recent so-called intercultural approach, which has become widely recognized from the 1990s onwards. Different approaches and different tools (especially the video technology and the Internet) helped educators to perceive and study the aspects of the FC and compare it with the native one.

2.6. The Importance of Incorporating Culture in Foreign Language Teaching

There is a general agreement that culture should be thought in foreign language classes, because cultural competence is a very important part for foreign language learning. For many scholars, knowing the system of meaning of the target country plays a crucial role in the complete acquisition of the foreign language. According to Byram (1989) cultural awareness is very important in language teaching because it contributes to language proficiency. He insists that any language curriculum should include whether implicitly or explicitly elements of its culture because language reflects the speakers' values and perceptions of the world. In other words, speaking a language is speaking its culture, and exchanging messages that embody a particular way of thinking and living.

Adding to this, one fundamental aim of foreign language teaching is to develop student's ability to communicate effectively and appropriately in different situations. Thus, teaching culture is needed because 'language use has its own social grammar of roles, settings, rules of speaking, and norms of interpretation' (Kramsch, 1998). Moreover, foreign language learners need to be aware of the norms and social meanings of the language used. The learner needs to use the language as a mean to achieve communicative needs, that is to say, that functional effectiveness and appropriateness of the language are needed more than structural accuracy and correct grammar rules. Besides, in order to be able to communicate inter-culturally, the learners must know about some historical and geographical facts about the target society. For instance, the name of some cities, the geographical features … etc. The selection of what should be thought in foreign language classrooms should reflect what natives of the culture perceive to be significant.

A lot of scholars agree with the necessity of integrating culture in foreign language classrooms. That is to say, foreign language learners are not asked to adopt beliefs and assumptions of the target culture. However, they should understand then in order to master the language that members of the target language produce. For instance, it is necessary for foreign language learners to know what is acceptable and what is considered as unacceptable in some social situations like phone conversations, face to face interactions and rules of greetings …etc. Moreover, culture is present in every piece of talk or discourse. A FL teacher cannot ignore teaching culture since from the first day in class culture is present. The simplest example we can take is the way in which people greet each other. The differences are made in the selected expressions, in who may be called in first names, surnames, in formal greetings, casual greetings. These are certainly not universal and can be a good introduction to the culture of people who speak the language. It is to say that every lecture must include cultural elements which would surely enhance the learning process.

3. Methodology

Teaching culture, as mentioned previously, depends on one hand on the teachers' attempts to integrate culture teaching in their classrooms, and on the other hand, on the textbook that should present the required cultural material.

To meet the objectives of the study, we tried to examine the importance given to culture teaching in the first year secondary textbooks of French and English as the case study of our research. The learners went through four years of learning English in the middle school for the English language and seven years of learning French in the primary and middle school. At this stage, they need to go beyond the linguistics aspects of the target language to achieve communication and proficiency. Due to the major role of teachers in implementing culture in their teaching practices, a questionnaire is designed to secondary school teachers to investigate their attitudes and perceptions regarding foreign culture teaching.

The teacher questionnaire is designed for the sake of getting data and feedback from FL secondary school.
The survey was conducted with a group of thirty (30) FL teachers of French and English from nine (9) different high schools in different districts in Algiers (East, Center, and West); all of them have thought first year students.

The questionnaire involves a set of questions divided into three sections, they are of both multiple – choice and open- ended types.

The first section of the questionnaire aims mainly at gathering general information about the respondents, namely their institution, their qualification, their teaching experience. The second section is devoted to the importance of incorporating culture teaching in the classroom and their students attitudes towards learning new cultural aspects with the FL language learning. It deals also with the place of culture in the national curriculum and the FL textbooks. The third section intends to get information about the techniques teachers use in the classroom to teach culture.

4. Results and Discussion

The analysis of SE1 textbooks intends to examine whether the FL socio- cultural context is adequately incorporated in the Algerian curriculum and explore if the texts, images, scripts…etc. are representative enough of the target culture. For this aim, the descriptive analytical approach was used in the identification and analysis of the textbook cultural components.

SE1 textbook is chosen mainly because the learners have acquired a linguistic background during the four years of the middle school for English and 7 years in both primary school and middle school for French, so the high school program is supposed to complete their language acquisition and expose them to the cultural side of the language.

The results of the textbooks analysis show that culture exists to some extent; however, it is not covered adequately, in a way to benefit the learners with a complete background for an effective communication.
There are lots of shortcomings concerning the cultural content in the FL textbook, some information are too general; some others are beyond the learners' level and interest. Besides, the textbook does not help in developing cultural understanding. Thus, the cultural content does not rely on genuine materials; the learners often meet artificial texts. In addition to the

lack of songs, games, poems and proverbs that could be effective means in transmitting the foreign culture.

Hence, we can say that the didactic unit in these textbooks represents a very general aspect of information without referring to any culture or society. The information in the textbook are of a vital necessity to provide the learners with information related to a specific culture, this is to prevent form stereotyping or over generalizing.

As stated before, the questionnaire used for FL secondary school teachers aims to investigate their awareness of the importance of culture in language teaching, and to know whether they actually teach culture in their classes and the different techniques they use for this purpose.

The teachers' answers confirmed that they are fully aware of the importance of culture in FL teaching. This helped us to answer one of the major questions upon which our research is based. "Are the secondary school teachers aware of the importance of culture teaching in FL classrooms?

Their answers confirmed that the teachers marginalize culture teaching in favor of other aspects, mainly accuracy and fluency.

They confirmed that they avoid using techniques that have been proved to be of great usefulness to teach culture; instead, they tend to use traditional techniques that majorly promote the learners' vocabulary and grammar.
Most of the teachers' answers to the first research question "Do first year secondary school textbooks give importance to culture teaching in FL context?" revealed that the Algerian curriculum does not give culture its importance. This is reflected on the emphasis put on the native culture in the school textbooks of English and French instead of focusing on the target culture.

5. Conclusion

The present research work argues that incorporating culture teaching in the FL classroom in is an essential element to develop learners' cultural awareness and language proficiency. The research study investigates whether or not the FL language culture is given enough interest by the Algerian curriculum with reference FL textbooks and teachers of the first year of the Secondary Education.

The analysis of SE1 textbooks revealed that teaching culture cannot be done appropriately if we rely on the textbook only, and this is due to the lack of the cultural components in most of the didactic units as well as the lack of authenticity concerning the course materials which does not give the learners a real and reliable view about how the foreign language is used in different authentic contexts by the native speakers.

The interpretation of the data collected from the teachers' questionnaire indicated that most FL teachers are aware of the importance of teaching the foreign culture, they consider it as a fundamental component of teaching foreign languages. However, they rarely deal with the cultural elements in their classrooms and most of them acknowledge facing difficulties when explaining topics or issues related to the target culture. The reason is that they do not have the necessary cultural knowledge that makes them able to deal with both language and culture adequately.

The results obtained have confirmed our hypothesis that the cultural component is neglected in the context of the Algerian secondary education and dealing with culture rarely occurs in textbooks and in the classrooms. Therefore, FL teachers and curriculum designers should work hand in hand in order to investigate the reasons behind neglecting culture teaching in our schools and find solutions to remedy the situation.

As researchers we suggest some recommendations to teachers to adequately implement culture teaching in in the FL classroom.

To begin, FL textbooks should involve authentic background related to teaching culture instead of focusing mainly on the grammatical or the linguistic aspects of the language.
Adding to that, most of the materials are not authentic, they do not provide real life situations to the learners in order to acculturate with the target culture, and become more familiar with the cultural differences between the local culture and the target one.

Furthermore, FL teachers should use audio- visual aids and authentic material such as extract from movies or songs or pictures. …etc. in order to attract the learners' attention and help them engage in authentic cultural situations which can raise their curiosity and motivation to learn the language.
Moreover, FL teachers should benefit from seminars in Algeria and abroad in order to raise their awareness of the necessity to teach culture, and help them to get in touch with the foreign culture and acquire enough experience to share with their learners.

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Engaging in Critical Language and Cultural Studies Approaches for an Examination of Racism and Migration in the British Public Space

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Abstract

This article focuses on the relevance of Critical Discourse Analysis and of cultural studies approaches to an examination of racism and migration in the British public space. Critical Discourse Analysis as an active engagement with discourse in the social space is one of these critical approaches. The article is based on Halliday’s systematic functional grammar in terms of transitivity and modality. The main goal of this study is to investigate transitivity and modality about migration as it appears in a number of British tabloids. The focus is on aspects of racism in western countries, where there is a majority of white people and on issues related to patterns of access to the public and issues of inequality, racism and discrimination in the public space. Racism's reproduction and promotion by certain segments of the media is not a simple or straightforward process. It is important to see how the media plays a role in the reproduction of racism.

Keywords: Cultural Studies, Critical Language, Media, Migration, Racism

1. Introduction

Research regarding migration in the public space is important because it is instrumental in identifying biased and prejudiced discourse in the press. This article, mainly based on Critical Discourse Analysis theory, analyzes political articles in British tabloids; *The Sun* and *The Daily Mail*. Critical discourse analysis is based on Halliday’s systemic functional grammar that is a practical method to analyse discourse. CDA adds a critical and ideological component to text analysis, while Systematic Functional Grammar provides linguists with fine-tuned insights into the social nature and operation of particular language systems, according to Halliday's work. In the past, the two approaches have been employed in conjunction with one another.

Political discourse as a kind of typical discourse which involves the speaker’s ideology and intention can also be analysed by critical discourse analysis. Therefore, this article analyzes Donald Trump’s speech mainly from the perspectives of transitivity and modality in order to reveal the speaker analyses intention and help readers understand the meaning of discourse. In the meantime, it is worth remembering that migration has led to controversy as to its consequences, and its history and importance have often been misunderstood largely because of divergent discourses from which members of different speech communities have different ideological norms and rules, and different positions in the power games that are going on in society. The focus may fall on tabloids, since they try to manipulate their audience by appealing to their emotions and by using sensational language to impress them. Their impact is much easier to assess and their discourse to examine. This impact has to do with the power of language to get things done, by convincingly targeting a large audience. CDA, like the heterogeneous strands of Cultural Studies, may be a useful tool to address discrimination and bias in relation to racism and migration.

The structure of this article contains: **preliminary remarks** it discusses some theories related to "critical discourse analysis", discussed by researchers like Norman Fairclough, Teun van Dijk, Ruth Wodak, and Halliday**.** These theories differ from one another and have a variety of concepts and strategies. We can say that discourse is a practice of signifying the world, constituting and constructing the world in meaning, rather than just representing it.

Theorists in the social sciences, cultural studies, and literary studies resort to various definitions of discourse, thus making communication at times difficult. I explained the survey of CDA's beginnings and its different approaches and theoretical backgrounds. Also, I used **Systematic Functional Grammar** in terms of transitivity and modality by Halliday to analyze the data.

2. Preliminary Remarks

The current study concentrates on the relevance of CDA and cultural studies approaches to an examination of racism and migration in the British public space. Critical Discourse Analysis as an active engagement with discourse in the social space is one of these critical approaches. The focus is on aspects of racism in western countries, where there is a majority of white people and on issues related to patterns of access to the public and issues of inequality, racism and discrimination in the public space. The reproduction and promotion of racism by certain areas of the media is not a simple and straightforward process. It is important to see how the media plays a role in the reproduction of racism. For better clarity, this role is to be separated from the general properties of racism and white dominance in society, including the structural and ideological organisation of that form of group power.

These key questions show that CDA is, as its name shows, not descriptive, like DA (Discourse Analysis), but socially committed and issue-oriented. The title of Norman Fairclough's 1992 book, Discourse and Social Change, reflects CDA's devoted stance. Being socially concerned and issue-oriented resembles the attitudes espoused by Cultural Studies: rather than documenting social reality, it attempts to identify problems and then critically address them in order to correct injustice, prejudice, and bias. Critical theory in general and empirical approaches from cultural studies also pay attention to power and ideology in the construction of contemporary discourses, such as racism, starting from an anthropological definition of culture as a way of life, for the better or for the worse, not as a collection of exemplary illustrations of the human spirit (Vlad 2018:22-32). How the exercise of power in human communication affects communities is a fundamental concern for all of these critical approaches to public discourse in the modern world? Hammersley provides more information regarding the meaning of "critical" in Critical Discourse Analysis, speaking about types of research that have numerous qualities. Critical implies that society should be understood as a whole, with every phenomenon to be examined in its social context. Critical social research generates knowledge that is sometimes concealed by dominant ideology. In addition, critical approaches, as used by CDA, create knowledge that makes one understand both how society is and how it should be. Thus, it paves the ground for changing society for the better, in an effort to "eradicate oppression and emancipate all human beings (Hammersley, 1997: 238).

As various theorists in the social sciences, cultural studies, and literary studies use different definitions of discourse, making communication difficult at times, Meriel and Thomas Bloor come up with a list of six distinct definitions. The first (discourse 1) refers to the highest level of language description, the lower ones being phonemes, morphemes, words, phrases, clauses, sentences, and texts, are listed from the bottom to the top in discourse 1. Discourse 2 refers to usage examples of writing or speaking language. The third type of discourse refers to the kind of language to be expected in specific contexts, fields, such as the discourse of law, politics or the medical sciences. A fourth meaning refers generally to any human interaction, which may be either verbal or non-verbal (verbal and non-verbal discourse as human communication). The fifth meaning is more restrictive than discourse 4, referring only to spoken interaction. The sixth meaning is the most general, referring to discourse as the whole communicative event. (Bloor and Bloor 2007: 6-7). Mazid comes up with a short definition that combines distinguishing features: Discussions comprise concepts in addition to a certain techniques of speaking and writing that influence these ideas. (Mazid,2014:12).

To complete the picture and to apply the term to the relevant field under investigation here, Wodak and Meyer (2009) and Jäger and Maier (2009) describe three traditions and the way they define themselves in relation to discourse, an Anglo-American tradition, a German and Central European tradition, and a Foucauldian tradition. The term discourse refers to written and oral texts in the German and Central European traditions, whereas it refers to written and oral texts in the Anglo-American tradition. The theorists covered in this article incorporate parts of these traditions, but with a concentration on the Foucauldian tradition's ideological-laden concept of discourse, as adopted by both British Cultural Studies and Critical Discourse Analysis.

Based on classifications made on the authority of Wodak and Fairclough, Mazid comes up with a complex description of eight trends and approaches which may be seen under the umbrella of CDA, which are worth mentioning and worth referring to. The first trend is French Discourse Analysis, which focuses on ideology and ideological effects. Critical Linguistics is the second, developed in Britain in the 1970s, with Fowler as a major figure and Halliday's systemic functional grammar as a linguistic basis. The third, Social Semiotics, focuses on the multi-semiotic nature of modern writing that works in society. A fourth trend, associated with Fairclough, deals with the connection between socio-cultural change and discursive change, such as the commodification of public services in the United Kingdom. A fifth approach is Socio-Cognitive Studies, as offered by Teun van Dijk's work beginning in the 1980s and continuing to the present. It focuses on prejudice and racism, and his work will be particularly useful in what this article investigates, migration, discrimination and racism. The sixth approach is called the Discourse–Historical Method, again based on van Dijk's research, laying emphasis on the historical dimension of discourse. The last but one of the eight approaches is Reading Analysis, a method of interpretation which sees discourse as internally defined by its content. The Duisburg School promotes the last approach, which is based on Michel Foucault's work. It deals with the linguistic and iconic characteristics of discourse, as well as with symbols that are socially shared. This last approach stresses the fact that any form of discourse possesses historical roots. The historical past influences the present and also has an impact on the future. (Mazid 16 – 17).

Meyer draws attention to the variety of approaches that CDA brings together. He thinks that CDA cannot be considered a method by itself, but rather as an approach, which constitutes itself at different levels at which various selections have to be made. CDA is an interdisciplinary technique that encompasses social, psychological, political, and ideological components (Meyer, 2001:14).

Van Dijk also believes critical discourse analysis to be a sort of discourse, an analytical investigation that firstly investigates how social power abuse, dominance, and inequality are enacted, reproduced, and resisted via text and speaking in social and political situations. He continues to say that a critical discourse analyst has a definite perspective and hence seeks to comprehend, expose, and eventually combat social inequalities. (Van Dijk, 2001:352). The same author also observes that some of CDA's principles can be found in the Frankfurt School's critical theory prior to WWII, with the way in which ideology governs the ways in which subjects are controlled in more subtle ways than through force. The CDA's emphasis on language and discourse began with the emergence of "critical linguistics" towards the end of the 1970s (mostly in the UK and Australia). CDA, like sociolinguistics, psychology, and the social sciences as a whole, had demonstrated a critical, involved orientation, some of which dated back to the early 1970s, as Wodak had also remarked. (Van Dijk, 2001:352).

According to Van Dijk, CDA can be regarded as a response to the dominant formal (sometimes ‘asocial' or ‘uncritical') paradigms of the 1960s and 1970s. CDA is not a specialist in discourse studies, as there are other techniques. Rather, it tries to provide an alternative "method" or "view" to conceptualize, evaluate, and apply to the entire area. (Van Dijk, 2001: 352), as evidenced by his work on major themes such as racism and prejudice.

Tenorio agrees with earlier authors that it is critical for CDA to clarify generally used concepts such as text, discourse, and context, as well as others that play a fundamental role in CDA itself, such as ideology, power, dominance, bias, and representation. (Tenorio 2011:183). She regards CDA as a type of research aimed at social intervention, with the goal of demystifying texts ideologically molded by power relations. She thinks CDA focuses on the ambiguous relationship between discourse and social structure by means of what she calls an "open interpretation and explanation.”. (Tenorio, 2011:188).

Other authors note that significant tendencies in critical discourse analysis (CDA) developed in the late 1980s as a contemporary development in European discourse studies, previously pioneered by the aforementioned Norman Fairclough, Ruth Wodak, and Teun van Dijk. Critical discourse analysis rose to prominence as one of the most visible and influential disciplines of discourse analysis. Blommaert and Bulcaen contend that CDA provides a theoretical and methodological impetus for a new paradigm capable of benefiting from critical integration with new advancements. (J Blommaert &C Bulcaen 2000: 447). They are aware that the CDA asserts that discourse is both socially constitutive and socially conditioned. Furthermore, in modern society, discourse is an opaque power object, and CDA seeks to make it more apparent and transparent. (J Blommaert &C Bulcaen 2000: 448). The same authors believe that CDA clearly conceptualizes discourse as a social phenomenon that seeks to strengthen the socio-theoretical underpinnings for discourse analysis and the role of discourse in society. One of the most important aspects of CDA is that it claims to have its roots in social philosophy, with power and ideology as two dimensions to be taken into consideration (J Blommaert &C Bulcaen, 2000: 452). CDA is founded on the development of a separate social approach to linguistics that recognises power relations as a fundamental theoretical concern and text as the primary unit of analysis. The main approaches linked to Critical Discourse analysis are, according to the two authors, Critical Linguistics (CL), Norman Fairclough's sociocultural method, Teun van Dijk's socio cognitive approach, and Ruth Wodak's Discourse-Historical approach and the Critical Linguistic approach based on Halliday’s Systemic Functional Grammar. (Blommaert and Bulcaen 2000: 454).

Linguistic theories (see, for example, the initial link between the linguistic Discourse Analysis and the more socially focused Critical Discourse Analysis) have been important, as well as theories outside linguistics, such as those coming from sociology, social theory and philosophy. However, M.A. K. Halliday Systemic Functional Grammar was a significant linguistic point of origin from which CDA got some of its orientation. This grammar combines, as its name shows, systemic, formal language information with meaningful social and cultural contexts. Systemic Functional Grammar assumes that texts perform three distinct functions: ideational, inter-personal, and textual, each function working in conjunction with, and simultaneously with, the other two. Richardson thinks that the representation of features of the physical, social, and mental world at the ideational level goes together with the enactment of social relations by people taking part in social interaction and at the inter-personal level, connecting, both through cohesion and coherence, numerous textual components. (Richardson 2007:47).

Critical and descriptive purposes in discourse analysis, discourse representation in media discourse, language and ideology are all important for research on representations of migration in the British public space, especially in periodicals addressed to a wide readership, having a big impact on how people think, speak and vote in their country and community. These periodicals are usually called tabloids, because of their format. However, it is not their format which is important for this article and subsequent work, but their content, style and target audience. These tabloids do not intend to educate ordinary people. They want to tell them, their readers, what they expect, exploiting their biases and prejudices. In addition to Fairclough, other CDA theorists such as Teun van Dijk, Ruth Wodak, and Michael Meyer have also used CDA approaches to deal with racist discourse, and their work is also useful in the study of tabloid language. In this article, I will use Systematic Functional Grammar theory by Halliday in terms of transitivity and modality to analyze the articles from *The Sun and the Daily Mail*, British tabloids.

3. Systematic Functional Grammar

Systemic functional grammar is referred to as "an interrelated sets of meaning alternatives," as a method of grammar analysis introduced by Michael Halliday in 1985. Functional denotes the opinion of Halliday that language has naturally developed to work. It refers to the "functional parts" of the language, "determining the form of the grammatical structure" (Halliday, 1970: 167).

Ideational Metafunction: describe human experience, perceptions, cognition, reactions in the real world and world of awareness (Halliday, 1970:332). It basically consists of "transitivity" and "voice" where a "clause" is a significant grammatical element that states what is going on.

Transitivity

Transitivity is an outstanding symptom of an ideational function that displays the view, attitude and position of the people. This article analyses the main characteristics of sample data transitivity. Transitivity is a really complex phenomenon and therefore not a comprehensive analysis. Mazid said every text is brokered first, except in citations from other texts, into its constituent clauses. A provision is adopted to mean a topic plus a prediction. (Mazid, 2014:214)

Ideational function means an understanding of the real world around people's experiences. Transitivity is mostly portrayed, shaping their experiences into six processes that Halliday identifies as: material, behavioral, mental, verbal, relational and existential processes.

Six processes include the system of transitivity:

1- Material processes: verb processes that do all things in language. Material process can be carried out with verbs of action such as (write, work, give), the actor (subject), and the object (as in) (The boy kicks the ball)

2. Mental processes: verb processes referred to as "perception, cognition, reaction," mental processes (believe, understand, feel, etc.). Mental processes often call for "Sensor and Phenomenon" from two participants for example: (John likes Sara).
3. Relational process: are the processes in which verbs are detected or characterized as "be," "copular verbs" as (see appearance, "be," etc.) (Halliday & Mattiessen, 2014) and verbs of ownership as (see appearance, "become," etc) as "seed" (have, own, possess). Relative verbs are classified as attributive and identification in two categories. Relational attribution identifies certain properties for a certain entity or what it has (My brother is tall and handsome). While relational identification involves identifying something else in something like (My brother is your friend).
4. Verbal processes are verbal processes for the exchange of information such as (say, talk, talk, explain, etc) (they told him the details).
5. Behavioral processes are verb processes which refer to human physiological and psychological behavior as (dreaming, smiling, breathing, coughing) .Typically, there is only one participant in the process called (Behaver). The second participant is (Behaviour) (Halliday & Mattiessen, 2014:301). As in (The girl smiled an embarrassed smile).
6. Existential processes that mean something happens. The life process can only be discovered with the verb "be" and "there" as in (There is a garage near the hospital).

Modality

Halliday (2000) points out that the model also plays a major part in the implementation of the interpersonal metafunctions of provisions that demonstrate how true the statement is. Modality refers to the gap between "yes" and "no," showing the speakers' views on the likelihood or commitment of what they say.

Modality comprises two types: modulation and modularity. Therefore, the modality would indicate how the information in the proviso that is routinely stated in the probability clause is true if a statement is seen as a proposal and the usage forms. In the other hand, if a sentence is treated as a proposal, it would be possible to accept or deal with a command by the degrees of obligation and inclination (Halliday and Mattiessen, 2014:249).

Modalization

During communication, speakers exchange ideas, sentiments and information by making suggestions, using statements and questions. A statement can be described as what is disputed, confirmed, or denied .Which has two kinds of intermediate possibilities, which are related to the degree of probability and the degree of usual of the judgments of the frequency of the occurrence of what happens and happens. (Halliday and Mattiessen, 2014:303).

Modulation

Modulation can be characterised as one sort of modality dealing either with an obligation or readiness manifestations of a proposal. In order to supply and supply products and services, each proposition is a form of clause. Two intermediate degrees of opportunity are provided in proposals. These grades depend on whether the speaker is a command or an offer. It is used to indicate a duty when it expresses a command. The intermediate value in offers is used to demonstrate inclination. These kinds of (obligation and inclination) values or degrees are known as modulation. (Halliday and Mattiessen, 2014: 189).

4. Data Analysis

MIGRANTS 'HARM UK' Donald Trump says Britain is 'losing its culture' because of immigration.

The first article was published in *The Sun* newspaper in12 Jul 2018; 22:59.
The present article will analyse the key transitivity and modality notions of the data selected. The statistics to be analysed are presented in a public interview by Donald Trump in the British newspaper *The Sun*. The methodology followed is to classify the types of processes used in his speech and analyse the way the data is used, following the systematic functional grammar of Halliday. (2014)
This article is based on the official website *("The Sun")* of the periodical chosen for some debates on racism towards immigrants. The information is given in this article. Ideational metafunctions of Halliday are recognised and explored principally through the processes of modalities and transitivity. The processes of transitivity, participants and political discourse are attentively and objectively noted. The same procedure is employed in the selected journal to identify modality.

Transitivity Analysis

The American president, Donald Trump, in an interview with *The Sun, a* British daily newspaper, expressed his views on the major move towards and stance towards immigration into Europe. He began his speech by using his own well-known philosophy, which exaggerates the difficulties linked to European countries and how they must be top-ranking and never affect or affect other populations of countries other than those in Europe. In his address, he warns the European countries about immigration and defines it as an important risk that may undoubtedly impact and undermine Britain's culture of immigration to the European countries from the Middle East and Africa. He stresses that they have to stop it and to take urgent action to stop it in order to maintain the whole European culture. In his interview, he directs a message to the European leaders, in particular the prime minister of Britain, Theresa May, saying that immigration to British countries is destroying their country and can be a serious factor that causes them to lose their culture and lead Europe to worsening economic conditions.

Trump continues his refusal to accept millions of immigrants and highlights his strong action against immigrants, who consider them to be a serious risk that threatens the countries of Europe. He believes it's the product, and he sees Scotland and Germany as his father and mother, which makes him defend them. After that, he goes to the European countries to vent his passions, and describes them as his family. As I mentioned at the beginning, the transitivity system contains six processes as follows:

1- **Material processes**: Those are verbs that make something happen. The material is done by an action verb like (write, work), an actor (subject) and an object as well (The boy kicks the ball). In his address, Donald Trump used the material process to show the number of steps needed to stop immigrants from Europe. The following are examples of the Material process:

1. *"it **changed** the fabric of Europe"*
2. *"Trump **defended** himself against allies''*
3. *"Allowing the immigration to **take place** in Europe is a shame.*

2- **Mental processes:** verbs imply "perception, cognition, reaction" as mental phenomena (believe, understand). Mental processes usually require a "sensor and phenomenon" for two individuals (John likes Sara). In his interview, Trump's mental process represents the participants' demand to be impacted by him emotionally by their racism, position, and experience by utilising verbal words (think, guess).

1. *"I **think** what has **happened** to Europe is a shame.*
2. *"you **know**, there is blood all over the walls"*
3. *"I **guess** it used to be the ultimate"*
4. *"I have **heard** it from others."*

In the mental process, when Trump describes the European countries as his father and mother, he treats matters as racist. In his speech, he also states that he is a product of European countries. He states that the situation hurts him as the son of the EU Member States. In his speech, the mental process is quite apparent and prevailing.

2- **Relational Processes:** These verbs operate in identifying or characterising them as "to be" verbs, "popular verbs" (see, appear, become) and "possession verbs" (see, appear and become) verbs (have, possess). Two types of relation verbs are classified: attributive and identification. The relational feature describes some qualities of a certain entity or what it possesses. (It's tall and beautiful, my brother.) While relational identification entails identifying something else, like "My brother is your friend."

They have ever seen in a war zone. (Relational)

4- **Verbal processes**: These are the verbs of information exchange like Sayer, Receiver, and Verbiage, which include (say, talk, say, explain, etc.) the major parties involved. In his interview, Trump transforms his message about what he feels and wants to communicate about his fear that immigrants are silently impacting European culture.

1. *"he **claimed** the situation pains him "*
2. *"I'll **tell** you"*
3. *"I **told** people I'd be very unhappy if they didn't up their commitment"*

In the verbal process, the President of the United States pushes the European countries verbally to take the position of the adviser or the Sayer, as included in the existing procedure, against immigration to their country. He very often makes use of the first person pronoun (I) as a major component in the guidance and defence of the countries of Europe.

5- **Behavioral processes:** Verbs that refer to physiological and psychological behaviours of humans, such as smiling, coughing, dreaming, breathing, and so forth. There's usually only one human participant named Behaver in this procedure. Behavior or range is the other participant. (Halliday & Mattiessen, 2014:301)

In this specific procedure, Trump's vocabulary is prevalent to show that he defends Europe as a whole. He attempts to persuade other countries that immigration is sure to make them lose so much. He says that the USA is doing its best indirectly for the welfare of the entire European Union. The following are example of Behavioral processes:

Behaver	Behaviour
Trump	Dubbed it "a war zone" during a speech in May to the National Rifle Association about the spiraling danger posed by knife crime
The US	Pays 4.2 per cent of a much larger GDP
Mr. Trump	Defended himself against allies' charges of blackmail over his demand
French President	Macron denied Nato allies had agreed a spending rise

6- **Existential processes**: Those are the things that happen or exist. Only with the verb "be" and the subject "there" is discovered the existential process (There is a garage near the hospital).
Trump mainly repeats terminology such as Europe, the European Union allies and the European countries in this process.

He attempts to show that the countries of Europe are distinct from other countries and not easy to consider. This method also demonstrates the racism that this man is known for the status of the history of European countries.

“You ***go*** *through certain areas that didn’t exist ten or 15 years ago.”*

The mental process was the most prominent phase in the American chairman's interview. He very often employs this approach by using certain verbs such as (think, know, guess). The use of such verbs shows that the speaker strives to persuade listeners to embrace his own ideas and to ensure that they do so. He also utilises the first person pronoun (I), which shows the important role played by the speaker in the shared circumstance.

The second frequent process is the verbal process, which is clearly demonstrated by the use of specific verbs such as "tell" and the usage of the pronoun of the first person (I). The verbs used are to show the actions the speaker wishes to undertake.

These two most common procedures are a very evident sign of the racial ideology and mindset identified by the US President. He employs certain ideologies to declare his status as one of America's most powerful states on the globe and to assert that he is the most intellectual leader in politics, which is why he seeks to utilise his strategies to help him acquire European allies. In other countries other than the European ones, he strives to impose his beliefs and actions.

Modality Analysis

The model auxiliaries which occur in the article “will”, “must” and “could” , Trump uses “will” expressing his intentions and planning his future as president.
The following are examples of Modalization (Probability):

1. *"I’****ll*** *tell you what"*
2. *"NATO estimated just 15 members* ***will*** *meet the aim by 2024 based on current trends"*
3. *“He* ***could*** *pull the US out of Nato if other countries did not hike their contributions"*

The following are examples of Modulation (Obligation) & (Inclination):

1. *"THERESA May* ***must*** *listen to her generals"   (Obligation)*
2. *"The US wants its Nato allies to share more of the financial burden"" I ’m not* ***going to*** *let it happen"   (Inclination)*

For Inclination: Trump uses "must" and "going to" models as an attempt to ensure the action that is to be taken. It also helps to show Trump’s determination to overcome the difficulties and calls on Americans to take strong actions to achieve their target. The President is obliged to use it to awaken a sense of responsibility for his country for the audience. "Could" helps the audience to trust in their ability. It also refers to the weakening of his power to remove the limits between the public and him. The semantic significance of "can (can)" being able to perform something.

I'll deport ALL illegal immigrants, help pay for a border wall by taxing Mexican visitors to the US, then send troops to fight ISIS and demand money from our Middle Eastern allies, says Trump: The Donald unveils first policies
The article was published in *Daily Mail* newspaper 16 August 2015 14:50 GMT

This article also analyses the main transitivity and modality notions of the given data. The analysed data is revealed in a public interview in the British newspaper Daily Mail to explore racism against migration by Donald Trump's comments. The analyses followed focus on the classification of processes utilised during his speech as well as the analysis using Halliday's systematic functional grammar of the modality used in data. (2014).
For **transitivity analysis**, the mental process is the most notable part in the interview with the President of the United States. He uses this strategy fairly often with particular verbs like (think, know, and guess). By using such verbs, the speaker seeks to convince the listeners to accept and ensure their own thoughts. As in the following examples:

1. *"Diplomats to* ***come*** *to the country until the demand is met".* (existential)
2. *"That deals with gangs to* ***look*** *particularly for those illegally in the country*". (mental)
3. *Trump says that "Iran will* ***have*** *nuclear weapons and take over parts of the world". (relational)*
4. *'And I* ***think*** *it's going to lead to nuclear holocaust,' he said. (mental)*
5. *'I* ***want*** *their families to get something" .(material)*
6. *"Trump said he* ***watches*** *television news shows". (material)*
7. *"Doesn't* ***think*** *a private company should be able to fire an employee for being gay." (mental)*
8. *'And* ***I think*** *it's going to lead to nuclear holocaust,' he said. (mental*
9. *"as two examples of people who* ***impress*** *him". (mental)*

In terms of **modality,** Trump is quite modest in expressing his point of view and sentiments. For example, in his speech, "will" and "must" appear. He prefers to use medium-modalities that can predict and reveal future resolutions. He develops immense trust to stimulate the passions of the audience. He persuades the public to adopt his notions and attitudes, which silently transform their ideologies. The following are examples of Modalization (Probability)

1. *'We* ***will*** *work with them.*
2. *I* ***will*** *beat her.'*
3. *'****we*** *should definitely take back money for* ***our*** *soldiers*

'We ***will*** *work with them.* Trump promises to work with her very seriously. "Will" means the hope he can live up to the expectations of the people. Audiences can easily accept Trump's views. The speech of Donald Trump includes "we" and "our," since he wants to minimise the distance between audiences. They share a common goal, interest and position. Trump changes and controls the ideology of the public.

I ***will*** *beat her.'* In this sentence Trump wants to explain his power to win his war against Clinton's "Will," which leaves more room for audiences to take appropriate judgments. He can diminish subjectivity in his work.
Regarding 'going to 'He uses it as in the example below:

1. *'We're* ***going to*** *keep the families together*
2. *it's* ***going to*** *lead to nuclear holocaust*

3. *Trump said Saudi Arabia is **going to** need help fighting against the kinds of militants who have targeted neighboring Yemen*

For tenderness: Trump employs "go to" more than other models in order to ensure the action to be executed. He tried to get audiences to judge and believe he would do so.

5. Conclusion

One might conclude that the media's reproduction of racism is not a simple and easy process. The role of the media in the reproduction of racism is inextricably linked to the general features of racism and white domination in society, especially the structural and ideological structuring of that kind of group power. This highlights the press's function as a business, social, and cultural institution. The press must be investigated in relation to both economic and political institutions. These specific dimensions are shared by related fields of inquiry, such as cultural studies and critical cultural studies, sociology, and Critical Discourse Analysis, while Critical Discourse Analysis plays an important role in explaining the complicated interplay of power and ideology in the construction and dissemination of ideologies in public space, in order to clarify the cultural landscape and thereby contribute to the enhancement of the social system or community life in which they will operate.

Regarding Donald Trump's speech, the mental process in the US President's interview was the most prevailing process with regard to transitivity. He very often employs this approach by using certain verbs such as (think, know, guess). The use of such verbs shows that the speaker tries to persuade listeners to embrace his own ideas and to ensure that they do so.

To express his opinions and feelings, Trump employs a lot of modality. For example, in his speech, he uses "will", "must" and "could". Trump is expressing his intentions and planning his future as president. He prefers to use medium-modalities that can predict and reveal future resolutions. He develops immense trust to stimulate the passions of the audience. He persuades the public to adopt his notions and attitude, which changes their ideologies. He uses these models as an attempt to ensure the action that is to be taken. It also helps to show Trump’s determination to overcome the difficulties and calls on Americans to take strong actions to achieve their target.

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Nature Oriented Verse: An Ecopoetic Critical Review of Romantic Poetry

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Abstract

The concept of nature in literary works is not altogether a new phenomenon. It has been spotted in the earliest works of literature and has been a concept that poets approach, revealing how they perceive nature and what kind of relationship they might share. With every scientific discovery, however, an impact on the human mind may reframe the manner of perception. The twentieth century has witnessed a drastic increase in scientific studies that reveal the impact of humans on the natural environment, which in turn effected the way people think about the relationship between human societies and nature. With new perceptions of viewing nature, the way people narrate stories and write poetry has been changing as well. That is why the manner and aims of how nature has been approached and analyzed in poetry has drastically changed in today's world. One of the most common eras that witnessed a wide use of nature is Romantic Age. This presentation shall analyze and evaluate Romantic poetry according to the most recent types of literary criticism; "ecocriticism" showing thereby if it is possible to categorize the poetic productions during this era under the means of "ecopoetry."

Keywords: Ecopoetry, Nature, Ecocriticism, Romanticism, Global Warming

1. Nature-Oriented Verse: An Introduction

Nature, intermingled with words of poetry, has always led to the production of poetic pieces with an inspirational framework. It however has a somewhat different interpretation from one literary era to another. The Romantics chose their words carefully after being influenced by a set of factors that shaped the essence of the Romantic era. Not only had the French Revolution been giving a sense of rebellion to take a turn in poetry, but nature became an essential aspect through which poets could fully express themselves as it carries the means of purity, escapism and a framework of an aesthetic movement that had the aim of higlighting the importance of nature in life. The Romantic Age is not the only era that approached nature from a rather unfamiliar perspective. The Modern Age and what came to follow had a more critical perspective of the concept of nature. With the development of technology and social awareness, poets found literature to be an excellent medium to approach humankind with the fact of the importance of nature in life and therefore one should consider nature as part of life to gain access to a more content life. This type of poetry is called 'Ecopoetry' that emphasizes, and in a practical way, that nature should not be secondary, otherwise nature will react in a negative manner affecting and endangering humanity and the well-being of the planet. This study aims to review the concept of nature in both the Romantic Age and Modern Age and eventually sets to unveil whether Romantic poetry also takes part in this revolutionary stand to save nature and humankind from absolute destruction and whether it therefore can be considered as protoecological poetry or not.

2. The Romantic Age: An Overview

Most critics agree that the Romantic Age started in 1798 with the publication of *Lyrical Ballads* by William Wordsworth and S.T Coleridge and ended with the death of Sir Walter Scott in 1832. It was a reaction to the Age of Reason; a reaction against the rationalism of the 18th century, the view of the physical world increasingly dominated by science and neoclassicism. Reason was attacked and the Romantics initially sided with the French Revolution as it came to break the restrictive patterns of the society. This led to the local rediscovery of some cultures and the flowering of some new forms of literature.

"Romantic" is a term that gradually developed to include the fictional, imaginative and even the bizarre (Benin 1-3). A deepened appreciation of the beauties of nature. A general exaltation of emotion over reason, senses over intellect. The importance of the self and one's personality and what it includes of moods and mental potentialities. A focus on personal struggles and passion. An emphasis on imagination to reach spiritual truth. An interest in folk culture and national and ethnic cultural origins and the medieval. An interest in individual heroism. An interest in the exotic, the mysterious and the remote and sometimes even satanic. (Encyclopedia Britannica). Romanticism may then briefly be defined as "a literary, artistic, and philosophical movement originating in the 18th century, characterized chiefly by a reaction against neoclassicism and an emphasis on the imagination and emotions…" (Merriam-Webster).

3. Ecopoetry and Ecocriticism

Ecopoetry is a modern term that has not yet established a clear definition. It has emerged somewhere near the discovery and scientific studies of global warming around the turn of the new millennium. Global warming "is the unusually rapid increase in Earth's average surface temperature over the past century primarily due to the greenhouse gases released by people burning fossil fuels." (Riebeek) Despite its modernity in terms of meaning and usage, some of the most common definitions may clarify a set of commonalities and reveal some circling ideas about what ecopoetry may include:

a- Ecopoetry (green poetry) includes "those recent nature poems which engage directly with environmental issues" (Gifford 3).

b- Ecopoetry is that kind of "poetry that persistently stresses human cooperation with nature conceived as a dynamic, interrelated series of cyclic feedback systems" (Scigaj 37). This definition then disagrees with the idea that Ecopoetry is similar to environmental poetry as it lacks the ecopoet's concentration on nature as an interrelated series of cyclic feedback systems.

c- Murphy (2) defines "American nature-oriented literature" as a category of poetry "which advocates political and ethical values."

d- Ecopoetry is referred by some as "cli-fi" which "has been coined to identify this new body of work that centrally addresses the issue of climate change and its associated environmental consequences" (Rowland Hughes and Pat Wheeler 2).

Ecopoets "want the poem to challenge and reconfigure the reader's perceptions so to put the book down and live life more fully in all possible dimensions of the moment of firsthand experience within nature's supportive second skin and to become more responsible about the necessary second skin." (Scigaj, 41) With this it can be concluded that ecopoetry are those poems that aim at reinstalling the relation between nature and human societies in a healthier way by raising awareness about the ongoing environmental issues such as global warming and climate change, stressing the necessity of the need to take urgent action.

Ecocriticism on the other hand refers to "the study of literature and the environment, developed in response to growing recognition and awareness of environmental crises in many parts of the world in the decades after the Second World War, beginning with a focus on American and English literary traditions" (Lidström 2). It examines how narratives and other forms of cultural representations influence and are affected by environmental concerns and crises. It was first introduced as a new academic field in the 1990s, when Jonathan Bate published *Romantic Ecology: Wordsworth and the Environmental Tradition* (1991). Associations like the Association for the Study of Literature and the Environment (ASLE) and their journal *Interdisciplinary Studies in Literature and Environment* was published. This is the official starting point were critical studies were launched and spread around the globe. From that day on, many literary productions and studies were published, among which Lawrence Buell's *The Environmental Imagination: Thoreau, Nature Writing, and the*

Formation of American Culture has been marked as the founding text of ecocriticism (Lidström 3). In this book, Buell recognizes that as ecocriticism may be considered as a new field of study, however, it stresses that nature has always been a factor in literary studies.

4. Ecopoetry: General Characteristics

A set of characteristics may be followed to evaluate poetry in the means of ecopoetry:

a- The presence of the nonhuman as more than mere backdrop.

b- The expansion of human interest beyond humanity.

c- A sense of human accountability to the environment and of the environment as a process rather than a constant or given (Lawrence Buell 665).

d- An ecological and biocentric perspective recognizing the interdependent nature of he world.

e- Deep humility with regard to our relationships with human and nonhuman nature and skeptism towards hyperrationality intense, a skeptism that usually leads to condemnation of an overtecnologized modern world and a warning concerning the very real potential for ecological catastrophe J. Scott Bryson (2).

An extraordinary poem that clearly addresses climate change and the responsibility of such a phenomenon is because of human's ignorance. This is all reflected in Earth's weather. It is a fact that the weather cannot be tamed nor controlled as may be the tone of this poem. Atwood stresses the idea that nature cannot retain its previous form any longer as it went down into a level of destruction. Atwood shows that all humankind is responsible and all will receive the anger of nature once its rage is released, regardless of people's innocence or guilt. That is why Atwood uses the collective pronoun "we". She explains that human in past times reflected their care and importance of nature. However, modern times appears to be all about power, control and people appear to be over confident thinking nature will not overpower them. However, Atwood reveals that:

> the weather crept up behind us / like a snake or thug or panther / and then cut loose." (10-12).

According to the characteristics mentioned earlier, it is considered as an ecopoem since there is:

a- The presence of the nonhuman as more than mere backdrop: Atwood stresses the idea that the nonhuman eg. weather, birds, and all the other elements are essential rather than a backdrop. They are things humans should appreciate.

b- The expansion of human interest beyond humanity: There is much more to this world than humans and their selfish desires. exploring nature and giving it care should also be within people's interest, for otherwise nature will [creep] behind us / like a snake or thug or panther.

c- A sense of human accountability to the environment and of the environment as a process rather than a constant or given (Lawrence Buell 665): Atwood stresses this idea in the lines :

> We used to watch the birds;
> now we watch the weather.
> White clouds, downy as pillows,
> grey ones like giant thumbs,
> dark ones, fat with doom.
> Once, we didn't bother.
> We had umbrellas, and rooms. ("The Weather," 1-7)

We should be held accountable for climate change and present solutions rather than showing off ignorance and continue our pressures on mother nature.

d- An ecological and biocentric perspective recognizing the interdependent nature of the world: Atwood has shown how nature and its reaction is affected by human's actions:

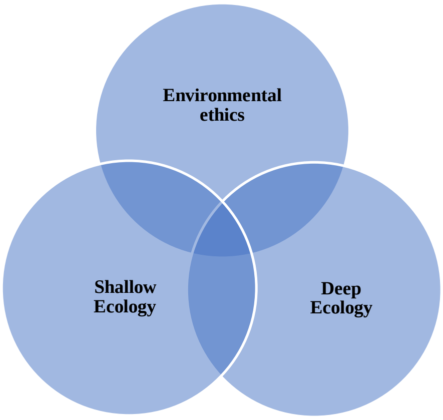
> But while we were looking elsewhere,
> at wars or other diversions,
> the weather crept up behind us
> like a snake or thug or panther ("The Weather," 8-11)

The poet clearly reveals how attention should be payed to the weather and nature in general. Once ignored, it can destroy and violate the self-created world of the humans that has casted nature out of its existence.

e- Deep humility with regard to our relationships with human and nonhuman nature and skeptism towards hyperrationality intense, a skeptism that usually leads to condemnation of an overtecnologized modern world and a warning concerning the very real potential for ecological catastrophe: She also stresses the importance of being modest. Just as humans deserve a change to live a normal natural live, they should also be humble enough to allow other nonhuman have their normal course of life on Earth. Our continuous ignorance and interest in scientific advancement leads definitely to catastrophes. Atwood asks therefore her rhetorical question saying: "Is it our fault? / Did we cause this wreckage by breathing? ("The Weather," 26-27). It is indeed humans fault, that Planet Earth is collapsing.

5- Ecopoetic Critical Review of Romantic Poetry

With the rise of ecopoetry, many Romantic scholars started to reconsider Romantics' love for nature. Critics like Jonathan Bates, argue that Romantic poetry is the first step towards protoecological literature. New historicist scholars, like Jerome McGann in his book *The Romantic Ideology* (1983) however argue that the Romantics idealized nature in order to reveal a mode of displacement of the political failures of the French Revolution. Alan Liu (1989, 104) goes as far as pointing out that there is no nature except that "which is constituted by acts of political definition made possible by particular forms of governments." However it is dangerous to limit the view of nature to certain human cognitive processes as they are part of nature as well. So disentangling nature from society is not actually possible. It is also not completely far away from politics as expressing love for nature is mainly like a resistance towards industrialization, capitalism, and conservative ideology. Wordsworth said "love of nature [leads] to a love of mankind". This might have a political implication, but it is not limited to politics. So no line should be drawn between nature and the human society. It is such a line that created the crisis of climate change and all the other natural problems. Romanticism is a start towards the construction of ecopoetry. It is a fertile ground that intellectually shows the relationship between human consciousness and nature. Ecologists divide environmental ethics generally into shallow ecology and deep ecology.



Shallow Ecology: the traditional understanding of how nature is perceived to be a secondary environment that provides health and affluence to civilized nations.

Deep Ecology: the modern understanding of how nature in all its aspects should be protected. It was first popularized by Arne Naess who specified the fact that every natural element plays a distinctive role within the interrelated relations that life consists of (Hunnington 3). Deep ecology, as suggested by Naess, is then a theory that suggest the existence of the ecological self as part of the human consciousness that is mostly ignored in modern societies. The relationship between the self and the environment of childhood and nature including the non-humans. Only with the activation of this type of self-realization, is man able to expand and prosper. If human's relation with the biosphere is a healthy one, people will not be in need to limit their behavior according to moral standards as all is natural. This theory became very popular when approaching Romantic poetry as many similar ideologies may be traced (Hunnington 4).

The Romantic poet, William Wordsworth, for instance expresses having a "blessed mood" that has the capability to understand the life of things. In his poem, "A Slumber did my Spirit Seal" such a notification can be made when he says: Rolled round in earth's diurnal course, /With rocks, and stones, and trees." In his poem, "Lines Left Upon a Seat in a Yew Tree," he also calls people not to be selfish, otherwise they will not taste the truth of nature: "..The man, whose eye / Is ever on himself, doth look on one, /The least of nature's works, …" (52-54).

S.T. Coleridge also acknowledges the importance of nature and the ecological self, for instance in his poem "This Lime-Tree Bower my Prison" saying:

… "Henceforth I shall know
That Nature ne'er deserts the wise and pure;
No plot so narrow, be but Nature there,
No waste so vacant, but may well employ
Each faculty of sense, and keep the heart
Awake to Love and Beauty! … (61-66)

He reveals then that nature is an essential source for human beings and paralyzes the theory of deep ecology.

The Romantic poet, Percy Bysshe Shelley, steps into a much deeper perspective with the exclamation that nature is both resplendent and deadly; a dynamic force that cannot be tamed by man. While appreciating nature's aesthetic majesty, Shelley warns man not to equate beauty with tranquility:

Thus thou, Ravine of Arve—dark, deep Ravine—
Thou many-colour'd, many-voiced vale,
Over whose pines, and crags, and caverns sail
Fast cloud-shadows and sunbeams: awful scene,
Where Power in likeness of the Arve comes down
From the ice-gulfs that gird his secret throne,
Bursting through these dark mountains like the flame ("Mont Blanc" 12-18)

Wordsworth is also seen, in his poem "Tintern Abbey," to be expressing the healing powers of Nature as it restores his spirit:

In hours of weariness, sensations sweet,
Felt in the blood, and felt along the heart;
And passing even into my purer mind

> With tranquil restoration:—feelings too
> Of unremembered pleasure: …(“Tintern Abbey,” 28-32)

Concluding from this point then, Romantic poetry is considered as protoecological in nature and therefore Romantic poets may be considered as ecopoets although they are not aware of such a concept at all.

6. Conclusion

According to what has been presented, Romantic poetry cannot be neglected in the studies of Ecocriticism. It is a protoecological form of literature that has helped pave the way towards the ecopoetry that is known today. As far as the Romantics have stressed the importance of nature and that we are in fact part of nature, rather than living in separate worlds, ecopoetry stresses then our complete responsibility of what nature beholds of beauty and of crisis. That Romantic poetry has an ecological stand and they have stepped within the lights of being proto-ecopoets, despite being unaware, has been proven in this study.

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Michel Foucault's Notion of "Knowledge and Power" and its Application to English Education

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Abstract

This paper is a preliminary study to conduct critical discourse analysis to explore what is needed in English education in medical schools. In Japan, among many business circles, the social status of medical doctors is considered high compared with that of the US and Europe. Therefore, it is extremely competitive to enter medical school in Japan. After entering to the medical schools, students must spend certain amount of time in English education. However, it is questionable if the English curriculum offered at a medical university match the future objectives of students. The researcher would like to speculate a framework of "Knowledge and Power" (Foucault, 1984). Foucault argues that we only have a knowledge of things; if they have meaning, if they have discourse. Rather than possessing innate meaning, Foucault believes each individual give meaning to objects and events. The researcher chose critical discourse analysis because according to Van Dijk (2002), critical discourse analysis is a field that is concerned with studying and analyzing text to reveal the discursive sources of power, dominance, inequality, and bias. As noted in Eirik et al. (2012), medical doctors have "power" and most narratives involved by medical doctors demonstrated aspects of power. Thus, in order to refer to the basic concept of the "power", the researcher examined the medical doctors discourse community, by using and analyzing the interview data and explore the possibility of optimizing the power of discourse among medical doctors in Japan.

Keywords: Cognition, Discourse, Medical English, Michel Foucault, Critical Discourse Analysis, Knowledge and Power

1. Introduction

In this study, as a part of my doctoral thesis, I'd like to investigate the discourse community of medical doctors. To do so, firstly, the notion of critical discourse analysis will be introduced and then the current situation in English Education in Japan will be explained. As a theoretical framework, the notion of "Knowledge and Power" will be exemplified in relation with the English education for students in medical universities in Japan. In order to investigate the discourse community of medical doctors, it is necessary to ask or interview current medical professionals about the importance of daily communication including English communication.

In Japan, among many business circles, the social status of medical doctors is considered high compared with that of the US and Europe. Therefore, it is extremely competitive to enter medical school in Japan. After entering to the medical schools, students must spend certain amount of time in English education. However, it is questionable if the English curriculum offered at medical university match the future objectives of students. Also, as with the progresses of globalization around the world, medical professionals such as doctors, nurses, and hospital staff are also required to respond to internationalization in various situations.

Communication in hospitals can determine life or death. Although doctors can judge the patients' situation from symptoms or with the use of automated medical equipment, only patients can communicate their response to tests, medications, and any other concerns they may have which can affect treatment altogether. In other words, medical doctors have "power" as noted in Eirik et al. (2012), most narratives involved by medical doctors demonstrated aspects of power. Thus, this paper also refers to the basic concept of the "power".

In this paper, I examine the medical doctors discourse community by using and analyzing the interview data. In addition, based on the idea that Doctors have certain "power", as mentioned in "Doctors also utilize legitimate or positional power and expert and informational power a great deal in their various roles." (Gabel, 2012), I'd like to investigate how the medical doctors in Japan live in a kind of Discourse communities.

1. How doctors convey their messages about patients' illnesses?

2. What kind of doctors' discourse affect the way they deliver the message?

3. What English education is needed for the students to join doctors' discourse in the future?

2. Power and Knowledge

Foucault (1984) defined "power" as a constructive force, that may provide pleasure, produce discourse, and form knowledge more than repress it." Therefore, it is closely related to knowledge and language – power produces knowledge, knowledge provides power. (Foucault, 1994). With that in mind, sometimes the doctor's inefficiency for meaningful communication causes problems because communication becomes much more complex and convoluted when either or both interlocutors does not speak a shared lingua franca well.

2.1 Foucault's Theory of Power

Michel Foucault's discourse and power theory are not separated from the field of educational management. It can also link to the medical doctors' English educations. Power may provide pleasure, produce discourse, and form knowledge (Foucault 1984). It is through discourse, through knowledge that we are created; and that discourse joins power and knowledge. (Foucault 1979). Also, discourses are about the thing that can be said and thought, but also about who can speak, when, and with what authority. They embody meaning and social relationships; they constitute both subjectivity and power relations. (Foucault, 1972).

2.2 Power of Medical Doctors

Foucault (1979) in his book, was interested in "power" as a weapon to control people. He introduced the history of the penal system in the prison, and how the use of power changed over the years. Prisoners in the past were disciplined and forced to be obedient by threat from the prison guards. Similarly, today, most medical doctors may have knowledge and power backed by medical education and social status. However, in the current society, the reason why patients trust medical doctors should not be the threat of being punished by violating the hospitals rules. These normalizations might have some factors such as Discourse of medical doctors or behaviors or languages beneath the trusts of medical doctors.

Among many previous studies intended to focus on the relationship between the power and the medical doctors, Eirik et al. (2012) and Gabel (2012) are two examples that mentioned doctors' "legitimate" or "positional power".

Eirik et al. (2012) mentioned Foucault's theory of power in relation to knowledge and language; "Power is often a constructive force, that may provide pleasure, produce discourse, and form knowledge more than repress it." (Foucault 1984). In order to conduct the study related with "power", six groups of general practitioners were invited, each group had five and 12 members, to elicit experiences about lifestyle counselling in general practice from September 2008 until February 2009 as a qualitative study. To elicit significant cases, participants prepared a case story about lifestyle counselling, ending as either a 'successes or a 'disaster'. Group members commented and reflected on each narrative and talked about similar experiences. In the study, the dialogues were transcribed verbatim and these transcripts were analyzed using systematic text condensation. As several findings, the research demonstrated that most narratives showed aspects of power. The medical doctors spoke of smoking cessation, obesity, physical inactivity, alcoholism, using anabolic steroids, and eating disorders. The medical doctors demonstrated, opportunistic approaches to change patients' lifestyles, rhetoric communication, paternalism, and disclosure. On the other hand, they also experienced powerlessness for themselves and their patients.

Gabel (2012) studied about the similar theme on the same corpus, "Power, leadership and transformation: the doctor's potential for influence" under the Raven's (2008) framework of power. Interestingly, the clinical encounter and potential for patient satisfaction and healing were weakened by the doctors' inability to choose or express his or her power appropriately. His conclusion that "The study of power and leadership, and the relationship between them, should receive increased emphasis in graduate and postgraduate medical education. (Gabel 2012) will give an insight into the curriculum development the current research is partly aiming at.

2.3 Power in Education

According to Van Dijk, in 1998, critical discourse analysis is a field that is concerned with studying and analyzing written and spoken text to reveal the discursive sources of power, dominance, inequality and bias. It examines how these discursive sources are maintained and reproduced within specific social and political and historical contexts. He has a model. It is contextual and social cognition and memory. We cannot ignore the role of conditions, functions, and effects. We should consider circumstances of the production and comprehension of the discourse (Van Dijk 1987).

3. Method

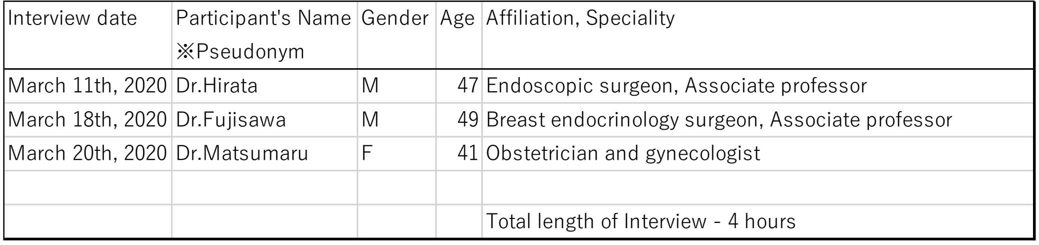
In this study, since it is necessary to analyze the needs of the entire discourse community, the interactions conducted by active healthcare professionals who already belong to the community to which students belong in the future are to be analyzed. In addition, in order to investigate what kind of English skills are required for medical professionals, interviewers will consider what is needed in current university education through the eyes of the medical professionals. As one of the research methods, semantic cluster analysis is used. It is an analysis to code the expressions that appear repeatedly in the interview data of each participant, and finds the qualities of each medical professionals.

4. Results

4.1 Participants

Involved in the current research was a doctor who works for Juntendo hospital and two doctors who work for institutions other than Juntendo hospital. The doctor working at Juntendo Hospital were introduced by the dean of the Faculty of Health and Science. All three doctors who participated in this research are relatively brilliant doctors with excellent clinical skills and research records. They were between the ages of 41 and 49. Of the two doctors outside of Juntendo University, one was a doctor belongs to another university hospital and had excellent clinical and research records. The other was an obstetrics and gynecology female doctor, who said she didn't do much research. The interview was conducted for three days from March 11 to March 20, 2020. The date and place for the interviews had been decided beforehand by exchanging e-mail messages. The places for the interview for two people were in the hospital where the participants work. For the other, I went to the coffee shop of where the participant had designated. They filled out the prepared questionnaire and then talked about the participants' own experiences of English use and the English skills they think are necessary for their students. Each session was about 30 to 90 minutes. Figure 1 provides the overview of the participants.

Figure 1.



Interview date	Participant's Name ※Pseudonym	Gender	Age	Affiliation, Speciality
March 11th, 2020	Dr.Hirata	M	47	Endoscopic surgeon, Associate professor
March 18th, 2020	Dr.Fujisawa	M	49	Breast endocrinology surgeon, Associate professor
March 20th, 2020	Dr.Matsumaru	F	41	Obstetrician and gynecologist
				Total length of Interview - 4 hours

4.2 Findings

From the research questions, three types of discourses were apparently emerged. They have several ways of constructing their knowledge and power. They also demonstrated the importance of effective communication skill with the audience and patients

4.2.1 Excerpt 1.

松丸：私も最初、おめでとうございますって言わないです。クレーム来ますけど、おめでとうって言ってもらえなかったって。産まれたあとしか言わないです。めでたいことで、全員が全員めでたい結果になるとは限らないんで、流産する人もいるし、妊娠自体が本当に喜んでいる人ばっかりじゃ、ないんで。

Matsumaru： “I never say congratulations at first. Of course, I often get complaint when I don′t say congratulations to the patient who realized their pregnancy. I only say it after the birth. Because some people have miscarriages. Not everyone wants to be celebrated. ”

Matsumaru was the only female doctor in this session of the experiment, and she spoke to me politely from beginning to end. Her claim was that although pregnancy is usually perceived as good, she says she does not congratulate patients who are found to be pregnant. If congratulated, there should be many patients who are pleased, but from her experience, considering the progress after pregnancy, she seems to be thinking about how to communicate, judging from there are certain percentage of patients who end up miscarriage or are not happy about pregnancy.

4.2.2 Excerpt 2.

平田：多分今みんなは、たぶんみんなそういうことをするんで、ガンでもみんな100パー、ガンって言っちゃうし、どのステージのガンまでもしっかりInformする時代なので、そこはあまり隠したりとか、家族がすごいオファーで、絶対言わないでくれっていうのがたまにいますけど、今はたぶん100％インフォームしないと、治療まで結びつかないんで、あのほぼ100％病状を説明するので、それまで不安そうな顔をしてたらそれを読み取る。

Hirata：Maybe now, everyone does that, doctors say “cancers” to the patients 100%. Its an era when even which stage of cancer the patients want to know. If the family strongly want the patients not to know the cancer, I would hide it to the patients. But, usually, If we don′t say it, it won′t lead to treatment. So we have to explain. We should look at the patients face and see if I explained enough.

Hirata is quite successful surgeon for his age. He accomplished career and experienced in academic works. When I visited his office for the interview, he has several junior colleges in his room and he asked the member of the office several questions to help make the interview fulfilling. He said notifying the patients about their symptom even about the cancer is usual recently. He is trying to make the notification effective for the treatment if the family members strongly oppose the notification.

4.2.3 Excerpt 3.

> 松丸：逆に、悪性腫瘍の患者さんに告知するときもー、ま、あってるかどうかはわかんないですけど、最初から「ガン」っていう言葉を使って告知する人もいれば、まあ「悪いもの」っていう表現をする人もいるのは、まあちょっとはっきり言った方がいい人と、ま、最初からはっきり言わない方がいい人っていうのは多分会話の中で、みるようにはしてるんですけど、あんまり最初からずばって「がん」って言葉を使うと、もう、崩れちゃいそうな人には言わない。
>
> Matsumaru：On the other hand, when I announce to patients with malignant tumors, I don′t know if there is, but some people use the word ″cancer″ from the beginning, and some people express it as ″bad things″ well, I try to see people if I say a little clearly or I should not say clearly from the beginning. I wouldn′t tell ″cancer″ to a patient if I know they would collapse it I use the word.

Matsumaru seems to use the expression “bad thing” instead of straightly say “cancer” to the patients when she suggests the shock the patient might receive is strong. In the process of treatment, it seems that they try not to use the word “cancer” to the patient who seems to collapse when they hear about it.

4.2.4 Excerpt 4.

> 藤沢：うーん（考えている）ま、そういう方ももちろんいますけれどもね、あの、その受け止め方もそれぞれなので、まあガンでも今、治る方の方が多いですからね、ま、そういう意味で早く見つかって良かったってことで、早くすぐ切り替えられる方もいらっしゃいますし、まあ、そんなに今ね、すぐおおごとになることはないよ、って説明しても、やっぱりガンってイメージが強くって、昔のガンのイメージが強くって、やっぱかなりショックをうけて、なんかその落ち込みがひどい人とかもいます。
>
> Fujisawa：Well (thinking), of course there are people like that, but of course, way of receiving it is also different, so there are many people who can recover now from cancer, so there are some people who can switch quickly because it was good to find it early in that sense, and well, now, even if you explain that it will not become too bad immediately. Well, After all, the image of cancer is strong, In the past, the image of cancer was strong, and there are people who are quite shocked.

In the interview with Fujisawa, he repeatedly mentioned genkou-maruyomi” (read the script as it is), “genkou-wo kaku” (write script) and “jikan-ni osame-ru” (finish on time). Fujisawa’s these comments showed that he thinks it is important to deliver the content of the thesis rather than emotionally talk to the audience. It was found that for him, to convey information accurately at the time of the notification about cancer.

5. Discussion

From the participants' utterances, it can be said as an answer for the Research Question 1, doctors try to think about the patients' current symptoms and notify the details of illness when it is necessary for the treatment. As the answer for the Research Question 2, most doctors have relatively higher social status in Japan. Although they have higher status, whether they deliver the patient's severe illness or not depends on the department they work on. For the research question 3, as we concluded from contents of several participants' words that "listening to patients' voice and feeling patients' thought are important", some medical doctors think listening and feeling patients' thought are important.

6. Conclusion

There are two implications that this paper should posit on. Firstly, we can conclude that the medical doctors use their "power", consciously or unconsciously. Doctors tend to try to understand patients' appeal about health conditions and give appropriate advice and prescriptions by using their specialized knowledge effectively. The second one is, when the participants say "listening", that does not merely mean 'auditory skills' rather, it means 'communication skills.' Doctors should use communication skills when listening to patients' appeal. In both cases, doctors' power works more subtle and invisible way. In medical school, currently, students are to take courses based on the needs to acquire special knowledge, expertise, and general skills to become medical professionals. In addition to that, this paper concludes that adding educations to acquire to optimize their hidden and subtle power embedded in the situation in their practice as medical professionals and researchers.

In this study, some participants showed some implications of the importance of mutual communication, more samples should be collected for the resources of the research in the future.

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Relationship between Creativity and Tolerance of Ambiguity to Understand Metaphorical Polysemy: A Pilot Study

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Abstract

This study focuses on lexical ambiguity as polysemous words were proved to hinder meaning understanding. In an attempt to operationalize polysemous words from a cognitive perspective, the researcher deduces that metaphorical polysemy engenders words with basic and peripheral (or metaphorical) senses. Participants were asked to answer Multiple Stimulus Types Ambiguity Tolerance Scale II (MSTAT II). Then, they answered Wallach and Kogan Creativity Test, which revealed a slight positive relationship with MSTAT II. Furthermore, the results show two things. First, there is a positive relationship between creativity and semi-technical vocabulary tests scores. Second, there is a link between creativity level and understanding the prototypical meanings of words. Contrarily, MSTAT II and prototypical meanings tests scores correlation is very weak.

Keywords: Adult Language Learners, Multilingualism, Language Testing, Language Learning, Foreign Languages

1-Introduction

Nowadays, research about creativity is gaining ground throughout the world. The main stream of research signaled a shift in creativity definition. The pioneers assumed that this construct was a fundamental trait of gifted people for their scientific discoveries. Nowadays, this “supernatural” assumption is no longer feasible, as creativity studies have reached many contexts, the most considerable of which is the educational one.

Moreover, we are living in a world full of ambiguous situations. It is our inner ability to face ambiguity which facilitates our choices, that is Tolerance of Ambiguity. For instance, we can consider a new language as a new construct which cannot be deciphered unless the student is skillful at tolerating ambiguity. Some researchers from different disciplines like arts, business and languages focus on Tolerance of Ambiguity as a prerequisite for creativity. Few researchers have addressed the link between tolerance of ambiguity and creativity. Zenasni et al. (2008) mention the relatedness of creativity and tolerance of ambiguity. They do even consider tolerance of ambiguity as a personality trait that is involved in creativity. Although this relation has been proposed, empirical studies are rare.

It has to be noted that ESP context reveals more interesting findings at vocabulary level, as it encompasses technical, core and semi-technical vocabulary. In this study, I will tackle Business English. The language of business is different from the one of sciences and the one of general English. I think that Business English students should be aware of words polysemy.

As my aim is oriented towards finding the most suitable procedure to retain semi-technical vocabulary, Berendi’s (2008) attempt to measure students’ understanding of polysemous words via translation and prototype theory inspired me to make a comparison between the two.

First, I will shed light on creativity, multilingualism, semi-technical vocabulary and Business English throughout literature. Second, I will state the hypothesis. Then, I will move to methods of data collection, which are based on MSTAT II (The Multiple Stimulus Types Ambiguity Tolerance Scale II), Wallach and Kogan Creativity Test and Berendi et al’s experiment. Next, results and discussion will be provided together with limitations and implications.

2- Review of Literature

2-1-Creativity

Although creativity definition may seem controversial, it is crucial in terms of today's concern over language learning and teaching strategies. In this regard, Cheng (2001) defines it mainly as: "The ability to produce work that is novel (i.e. original, unexpected), high in quality and appropriate (i.e. useful, meets task constraints) (Sternberg and Lubert (1999)". That's the overwhelming consensus which broadly identifies creativity. Moreover, some other researchers relate this construct to other disciplines like education. For instance, Carter (2016) maintains that: "The word creative does not now only collocate with "writing" or "literature" or "art" or "poetic", it collocates with an astonishing variety of concepts and words such as silence, business and professional". In brief, creativity is no longer pertaining only to literary and arts researches, but also to other research disciplines.

In this regard, Kaufman and Beghetto (2009) define "mini-c creativity" as the novel and personally meaningful interpretation of experiences, actions and events**.** They state that stereotyping creativity and considering it as "the belief that only the unusually prolific and lucky few have creative potential" is no longer acceptable. Building on from the previous ideas, this research illustrates that all students are naturally creative. However, they vary in creativity levels.

Within the realm of education, creativity was studied from different approaches. The most pervasive ones are mentioned by Plucker and Renzulli (1999):

- **a)** Psychometric methods: They define these methods as "the direct measurement of creativity and or its perceived correlates in individuals.
- **b)** The experimental approach: Where researchers tend to "isolate cognitive, problem-solving and product aspects of creativity for manipulation during experiments"**.**
- **c)** The historiometric approach: or to draw quantitative data almost exclusively from historical documentation.
- **d)** The biographical approach or case study approach.

2-2- Creativity and multilingualism

Multilingualism has paved the way to many researchers to link it to other constructs like motivation, openness and intelligence, and creativity is not an exception. Many researchers have found that bilinguals and multilinguals tend to be creative due to their openness to cultures. In this regard, Kharkhurin (2012) maintains that acquiring two languages at an early age paves the way to connection between lexical and conceptual representations of both languages. Moreover, multilingual people's experience with many socio-cultural settings enhances their creative potential.

The researcher subsequently contends that language proficiency can stipulate a bilingual student's creative ability, as the more the student masters both languages the more s/he will show greater divergent thinking performance. Hence, divergent thinking is part and parcel of creative ability.

2-3- Tolerance of Ambiguity

A plethora of research aimed at defining tolerance of ambiguity or intolerance of ambiguity. In this regard, Zenasni et al. (2008) define it as: "Tolerance/Intolerance of ambiguity is generally considered to be a personality trait that corresponds to the way in which an individual tends to perceive and deal with ambiguous situations or stimuli. (Furnham (1994); Furnham and Avison (1997); Furnham and Ribchester (1995)). Thus, people who are intolerant of ambiguity feel constrained, anxious or tense in ambiguous situations.

Mclain (2009) claims that: “At its heart, ambiguity is the timely absence of information needed to understand a situation or identify its possible future states. Ambiguity is therefore a lack of information beyond risk or uncertainty, which requires an awareness of all possible outcomes”. In this regard, I suggest that a student who is facing words with multiple meanings is doomed to be in an ambiguous situation where he cannot find the most suitable meaning of the word in a specific context.

Conversely, Tuggy (1993) makes the distinction between ambiguity, polysemy and vagueness. His continuum is illustrated as: “Ambiguous meanings are (intuitively) quite separate, having little or nothing in common beyond the phonological structure they share, whereas vague meanings have so much in common that is difficult to separate. Cases of polysemy fall in between the two, the meanings are clearly distinguishable, yet also clearly related.”

2-4- Semi-technical vocabulary: A cognitive perspective

As semi-technical words are polysemous, they have multiple meanings. Nerlich and Clarke (1999) maintain that polysemy should not be studied “in vitro” (decontextualized) but also “in vivo”. They also distinguish “artificial” or “dead” polysemy from “live” polysemy (in daily interactions). From a pragmatic point of view, there is a principle of conventionality (Lehrer (1990), Clark (1993)). From a psycholinguistic point of view, polysemy is a semantic affair and we can disambiguate items by the principle of “relevance”. In polysemy research, there is a widespread assumption that words in isolation can have more than one meaning, but that words in context always have one specific meaning.

In lexical semantics, polysemy, homonymy, ambiguity and vagueness relationships are not resolved. The word itself with its network of polysemous senses came to be regarded as a category in which the senses of a word (i.e. the members of the category) are related by means of general cognitive principles. In this regard, Verspoor and Lowie (2003) claim that: “We believe that a cognitive approach would also be effective in the teaching of different senses of polysemous words because it helps provide students with an opportunity to construct common sense interconnections between these different senses.”

2-5- Business English from a general to a metaphorical perspective

Johnson (1993) distinguishes Business English from General English as it is different in terms of its lexis, semantic, prosody, clusters and the semantic “meaning world it is made up of”. Thus, studying Business English vocabulary on its own is a crucial step towards facilitating its understanding by students. He does also claim that “The lexis of Business English has received little attention, academic or otherwise”.

Pickett (1986) highlights the polysemous nature of Business English words as they take the core meaning of the general English and add an extra-meaning specific to the language of business.

My readings about Business English lexis reveal the importance of highlighting metaphors, in order to understand words. **For instance, “Wage freeze”, “Cash flow” and “Career ladder” stand for the metaphorical aspect of Business English.** In this regard, Sacristán (2004) states that the aim of her paper is “to show that metaphor should be included in specific language programmes.” She does also claim that “Research is being devoted to cross-cultural awareness (Hemais, 2001) and that “Cognitive Linguistics highlights the important role metaphor plays in Business English (Charteris-Black & Ennis, 2001)".

3- Hypothesis

If second year Business English students are creative and so able to tolerate ambiguity, they will understand metaphorical polysemous words in both prototype theory and translation tests.

4- Methods

There were four students participating in this sample. They are second year students of Applied License English in the Higher Institute of Languages in Gabés.

The participants were required to answer the Multiple Stimulus Types Ambiguity Tolerance Scale II (MSTAT II) according to a five point likert scale. Mclain (2009) maintains that MSTAT II comprises 13 items (Appendix 1) and aims at measuring concisely an individual's cognitive orientation to avoid several types of ambiguous stimuli with acceptable reliability and validity. In fact, I used this scale as its reliability and validity were proven by many researchers (Arquero et al.2017:5, Yee and Grobman 2016:2).

Subsequently, Wallach and Kogan Creativity Test (1965) (Appendix 2) were then used to calculate Tolerance of ambiguity-creativity correlation. For this study, I analyzed data collected from Wallach and Kogan Test instead of Torrance Tests of Creativity because Scholastic Testing Service has its own terms to provide researchers with TTCT, like being enrolled for a Doctorate. As this study precedes my thesis, I will opt for TTCT afterwards.

It has to be noted that the choice of Wallach-Kogan tests is based on two criteria. On the one hand, similarly to TTCT, they are psychometric. On the other hand, as mentioned by Bayliss (2016), they are easily administered, assessed and scored by anyone and they don't necessitate any training.

As the goal of this research is to find the most suitable strategy to learn polysemous words or at least to help in understanding their core/ peripheral meanings according to their context, I concede that Berendi et al. (2008) 's experiment paves the way for such a goal. In their experiment, Berendi et al. tend to "examine whether explicit knowledge of the motivations behind (1) The multiple senses of polysemous words "hold" and "keep" and (2) idioms including these words help learners comprehend and remember these words better than other learners who learn the words via translation". In this study, I applied both methods i.e. learning the multiple senses of polysemous words via prototype theory and learning polysemous words via translation (English/French) in order to check whether the scores of prototype theory and translation tests depend on students' creativity and Ambiguity Tolerance levels or not.

Hence, a prototypical meanings test (Appendix 3) was administered. The students were required to learn the multiple meanings of "come up, fraction, odds, stanch, feet". These polysemous words are widely used in Business English. Then, the students sat for the test which included a text and two questions.

5- Results

Table 1 shows creativity test scores together with their sub-criteria: fluency, originality, flexibility and elaboration. This scoring scale was taken from Wallach and Kogan Creativity Test scoring. Mainly speaking, the scores range between 35 and 47. There is a considerable difference between sub-criteria scores as students got the highest scores in fluency and the least ones in elaboration. We can highlight that although these students seem to have a large amount of ideas, they can't provide a detailed description of their answers yielding to unrefined ideas.

Table 1: Creativity Test Scores

Students	Fluency	Originality	Flexibility	Elaboration	Scores
1	19	11	10	5	45
2	17	10	10	10	47
3	13	10	9	6	38
4	16	9	8	2	35

As far as tolerance of ambiguity is concerned, the scores range between 34 and 46. It has to be noted that the higher the score is, the more tolerant the student is. As likert scale was used, the reverse-scored items are rescored then I added the responses to all 13 items for a total score.

Table 2: Tolerance of Ambiguity Scores

Students	G	I	N	C	U	Total
1	13	9	10	8	4	34
2	7	6	5	4	2	46
3	14	5	8	7	5	41
4	16	11	9	8	4	40

Three students out of four almost got convergent results (40-41-46). They seem to be similarly tolerating ambiguity. The sub-criteria were calculated according to Mclain (2009)'s Tolerance of Ambiguity scale.

As far as Table 3 and figure 1 are concerned, there is a slight positive relationship between creativity and tolerance of ambiguity r= +0.104, [0.0, 0.2].

Table 3: Creativity and Tolerance of Ambiguity Correlation

Creativity	Tolerance of Ambiguity
45	34
47	46
38	41
35	40
Correlation	0.104

Creativity/TA scatterplot shows an upward trend except for student 1 scores (Creativity = 45, TA= 34).

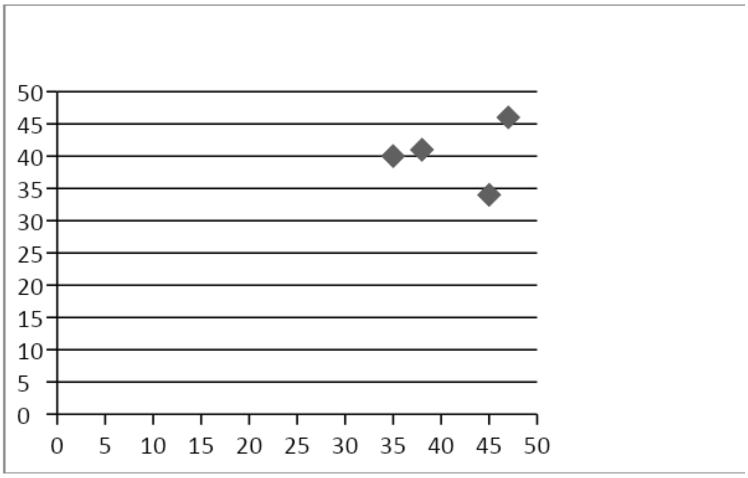


Figure 1: Creativity/TA Correlation

Tables 4 highlights translation tests scores ranging between 8 and 10.

Table 4: Translation Tests Scores

Students	**Test Scores**
1	8
2	10
3	9
4	9
Mean	9

Furthermore, Table 5 reflects a slight positive relationship between creativity and translation tests r= +0.143, [0.0, 0.2].

Table 5: Creativity / Translation Tests Correlation

Creativity	**Translation Tests**
45	8
47	10
38	9
35	9
Correlation	0,143

A look at table 6 reveals a very high relationship between tolerance of ambiguity and translation tests r= 0.994, [0.9, 1.0]. Thus, students with higher level of TA were able to find the correct answers.

Table 6: Tolerance of Ambiguity / Translation Tests Scores Correlation

Tolerance of Ambiguity	**Translation Tests**
34	8
46	10
41	9
40	9
Correlation	0.994

Table 7 shows prototypical meanings tests scores ranging between 8 and 10. Three students got 10 out of 10 and higher scores compared to translation tests.

Table 7: Prototypical Meanings Tests Scores

Students	**Scores**
1	10
2	10
3	10
4	8
Mean	9.5

Next, there is a high positive relationship between creativity and prototypical meanings tests r= +0.733 [0.6, 0.8].

Table 8: Creativity/ Prototypical Meanings Tests Correlation

Creativity	Prototypical Meanings
45	10
47	10
38	10
35	8
Correlation	0.733

In contrast, the relationship between tolerance of ambiguity and prototypical meanings tests is very weak r = +0.033 [0.0, 0.2].

Table 9: Tolerance of Ambiguity/ Prototypical Meanings Tests Scores Correlation

Tolerance of Ambiguity	Prototypical Meanings Tests
34	10
46	10
41	10
40	8
Correlation	0.033

6- Discussion

Our results demonstrated that the relationship between creativity and tolerance of ambiguity is positive but weak. In line with antecedent studies (Zenasni et al. (2008), it can be concluded that although creativity and tolerance of ambiguity are related, this idea should be reconsidered as the relationship is not high. This implies that tolerance of ambiguity can be a trait of a creative person, but it seems that there are other criteria which contribute more to creativity. Furthermore, the results show two things. First, there is a positive relationship between creativity and semi-technical vocabulary tests scores. Second, there is a clear support for the marked relationship between creativity level and understanding the prototypical meanings of words. Hence, the more the student is creative, the more he is able to grasp polysemous words in their context. Turning now to the relationship between TA and semi-technical vocabulary tests, the correlation between tolerance of ambiguity and translation tests scores is outstandingly high. This result is in line with Dewaele and Wei (2012) s' findings that learning languages has been linked to open mindedness and TA levels (p.232). Conversely, TA/ Prototypical meanings tests scores correlation is very weak. It seems that understanding prototypical meanings does not depend on one's TA level, as all meanings were presented in advance leaving no room for ambiguity. It has to be noted that the last sub-hypothesis was proven as prototypical meanings tests scores (mean=9.5) were higher than translation tests scores (mean = 9). It seems that giving students the different meanings of polysemous words facilitates their retention.

7- Limitations, implications and future research

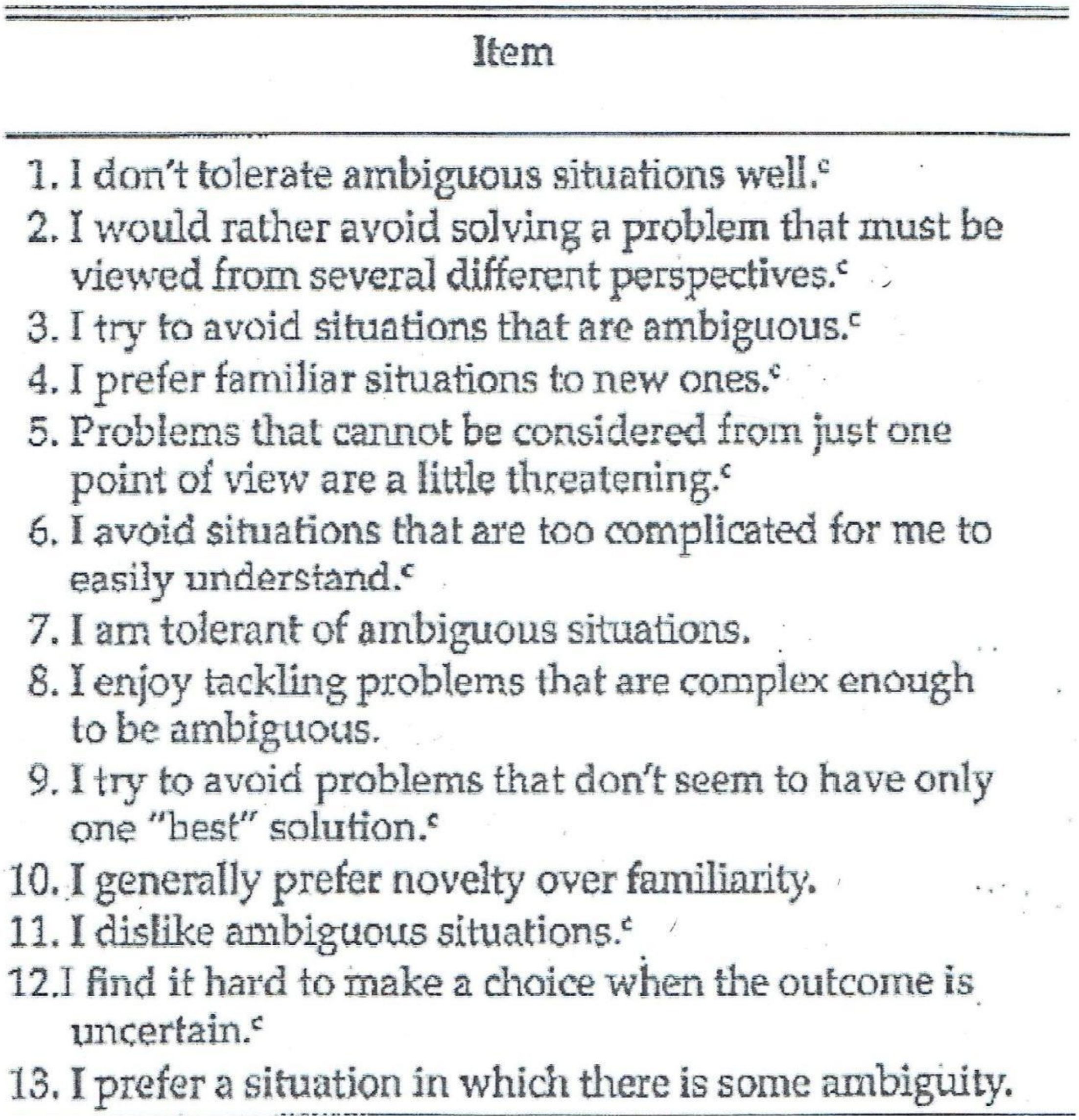
Given the small population size, the findings should be generalized to a larger number of students. Moreover, I have to expand my Business English materials to administer longer tests and to check students' level as far as semi-technical vocabulary is concerned. Our approach could be applied to a larger study. First, Tolerance of ambiguity scale (MSTAT-II) was easily administered and scored by reference to Mclain (2009)'s research. Second, Wallach and Kogan Creativity Test (1965) proved to be flexible, detailed, easily scored and free. I think it is better to apply it for my future research due to the previously mentioned criteria together with its similarity to Torrance tests of creativity. The findings can be an initial step to calculate the correlation between the dependent and the independent variables. The sub-hypotheses proved to be testable.

8- Conclusion

This study focused on the relationship between creativity and tolerance of ambiguity together with the most suitable way to test and retain Business English semi-technical vocabulary. The results showed that there is a slight correlation between creativity and tolerance of ambiguity. Besides, the prototypical meanings of words helped students to deal with polysemous words. To conclude with, Business English is metaphorical entailing a detailed analysis of polysemous words categories should be the focus of our future research.

Appendix 1

Multiple Stimulus Types Ambiguity Tolerance Scale II (MSTAT II)



Item
1. I don't tolerate ambiguous situations well.[c]
2. I would rather avoid solving a problem that must be viewed from several different perspectives.[c]
3. I try to avoid situations that are ambiguous.[c]
4. I prefer familiar situations to new ones.[c]
5. Problems that cannot be considered from just one point of view are a little threatening.[c]
6. I avoid situations that are too complicated for me to easily understand.[c]
7. I am tolerant of ambiguous situations.
8. I enjoy tackling problems that are complex enough to be ambiguous.
9. I try to avoid problems that don't seem to have only one "best" solution.[c]
10. I generally prefer novelty over familiarity.
11. I dislike ambiguous situations.[c]
12. I find it hard to make a choice when the outcome is uncertain.[c]
13. I prefer a situation in which there is some ambiguity.

Appendix 2

Wallach–Kogan Creativity Test

1- Instances.

a) Name all the round things you can think of. (In the classroom)

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………….

b) Name all the things you can think of that move on wheels.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………….

2. Alternative uses.

a) Tell all the different ways you could use a newspaper.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………

3. Similarities.

a) Tell all the ways in which a cat and a mouse are alike.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
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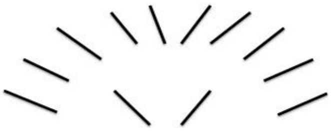
………

4. Pattern meanings (Figural).

a) Tell all the things each complete drawing could be.



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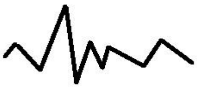
5. Line meanings (Figural).



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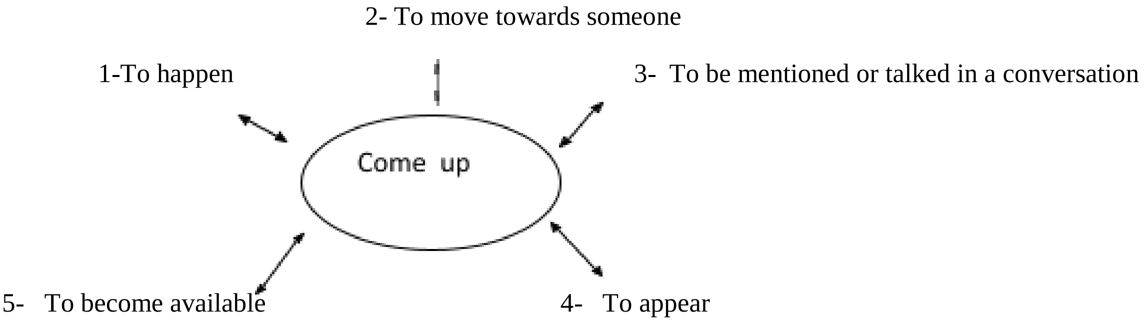
…………

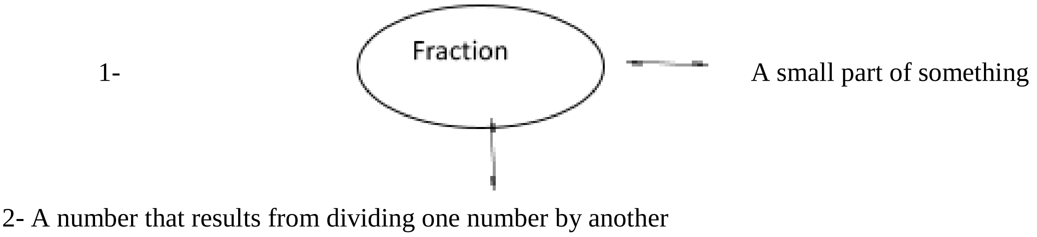
Appendix 3: Prototypical Meanings Test

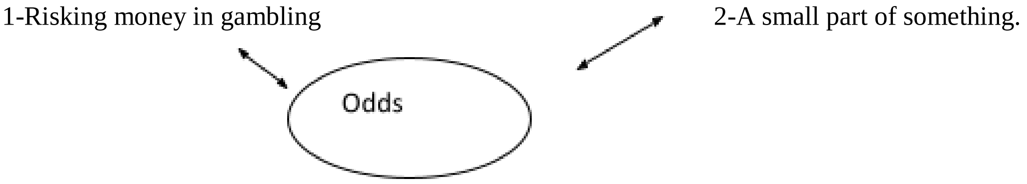
1) Read the conversation.

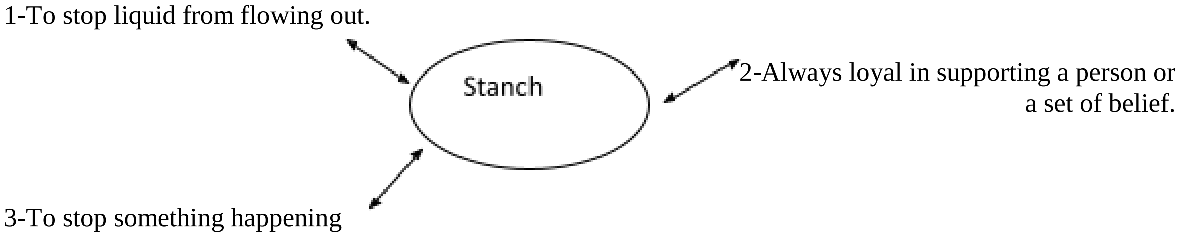
a: Good morning. Today's meeting is basically a brainstorming session to come up with solutions to the company's problems. As you know, sales this year are a fraction of what they were last year. We need to stanch the red ink and get the company back on its feet, so your input is welcome. The good news is that the odds of the present recession continuing into next year are low but …
b: But we can't take that for granted, right?
a: Right.

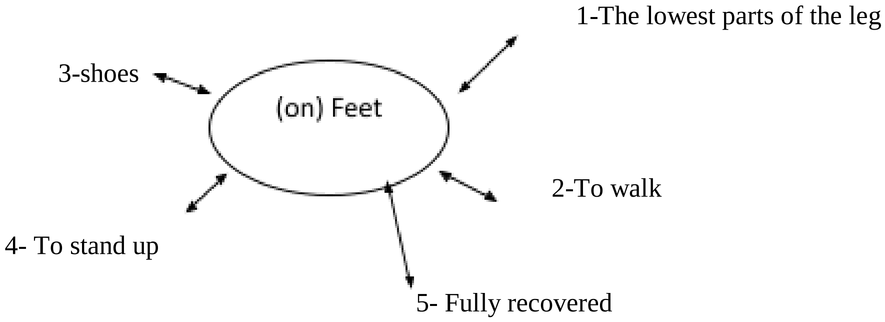
2) Look at these words with multiple meanings.


2- To move towards someone
1-To happen
3- To be mentioned or talked in a conversation
Come up
5- To become available
4- To appear


1-
Fraction
A small part of something
2- A number that results from dividing one number by another


1-Risking money in gambling
2-A small part of something.
Odds


1-To stop liquid from flowing out.
Stanch
2-Always loyal in supporting a person or a set of belief.
3-To stop something happening


1-The lowest parts of the leg
3-shoes
(on) Feet
2-To walk
4- To stand up
5- Fully recovered

3-Put the correct word in the brackets.

1. Sales are down by 50% to only a …………………………………of last year's figures.
2. Apple always seems to ………………………………………with interesting new products.
3. Cutting the company's energy consumption should help to …………………………..the red ink and save money.
4. The …………………………………………..an economic recovery this year? I'd say about 3 to 1.
5. Bernie's back on ……………………………after his recent illness.

4- Match the idioms on the left with the appropriate situation on the right.

A) We need to stanch the red ink	1) It has to find solutions.
B) Tom's back on his feet.	2) The company is risking money.
C) The odds of the present recession are low.	3) Let's stop the financial losses.
D) A fraction	4) He's feeling fine after the flu.
E) The team has to come up with cost saving ideas	5) 1/4, 1/2, 1/10, etc.

Appendix 4: Translation Test

1) Read the text.

The latest dispute between management and labor resulted in a walk-out that shuttered most of the company for a week. However, the union agreed to a pay freeze in return for a halt to lay-offs. The company has agreed to overhaul its negotiating procedures and institute more worker-friendly policies. The only bright spot in the situation is that demand for the company's products seems to be picking up.

2) Look at these translated words.

1-A walk-out= grève
2-Shuttered= fermé (définitivement)
3- Pay freeze= gel des salaires
4-A halt= arrêt
5- Pick up= augmenter

6- Worker-friendly= convivial pour le travailleur

---

3) Put the correct idiom in the brackets.

(picking up / shuttered/ pay freeze/ walked out/halt)

a) The workers downed tools and (…………………………………) in the dispute with management.

b) The company's trucks were (……………………………) after a series of break-downs.

c) Sales are (………………………………………..) as people spend more.

d) The (………………………………..) was of course unpopular with the workers.

e) (……………………………………….) policies help reduce the number of strikes.

---

4) Which of the following are worker-friendly policies?

a) compulsory overtime
b) better food in the canteen
c) more safety training
d) bigger bonuses for managers
e) longer summer vacations

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Embarking *The Six Thinking Hats* in EFL Students' Dissertation Writing at Saida University

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Abstract

The present study aims to provide some helpful techniques that guide EFL students in writing essays based on de Bono's *The Six Thinking Hats*, hoping that these techniques can help EFL Master Students in writing their dissertations. The researchers selected first-year Master's students at Dr. Moulay Tahar University, Saida. The sample of the study consists of 39 students forming the experimental group. Before starting the experiment, the group had a pretest. After that, they were taught how to use the Six Thinking Hats Approach in writing the abstract and general introduction. The findings of the study revealed that there is a significant difference between the results of the pretest and posttest. The result also indicated that the use of the Six Thinking Hats technique provides mechanisms that can enhance the EFL student's writing skill mainly, in writing dissertations. It is recommended that more importance should be given to practice in developing students' writing skills. This may enhance the teaching process by implementing techniques that include cognitive abilities in writing tasks that may also improve their critical thinking.

Keywords: Abstract and General Introduction Writing, Cognitive Abilities, Dissertation Writing, EFL Master Students, Six Thinking Hats

1. Introduction

Thinking is a skill that distinguishes humans from other creatures. Good thinkers are never satisfied with their thinking skills. According to the founding father of the approach De Bono (1994), humans, who are satisfied with their thinking skills, are poor thinkers. Creativity is an important ingredient in the thinking process. Besides, the advent in the field of technology and the necessity to introduce it in the teaching and learning process call for creativity as an essential ingredient. Creativity is needed in teaching and learning in general and the EFL context in particular. This means that creativity is needed in developing writing and communicative skills (Phuntsho & Wangdt, 2020).

Developing students' writing skills have received scholarly attention many years ago and is still gaining the same position due to the importance of writing in learning any language. Previous studies applied many techniques and approaches to develop student's writing skills and some of these studies linked thinking skills and creativity to the process. Hence, giving more importance to improving learners' thinking skills has gained a special position. Many researchers focused on the importance of developing a thoughtful classroom before trying to improve the learners' thinking skills. In his part, Beyer (1997) claimed that we need to create a thoughtful classroom that can provide "engagement, support, and motivation for the students (…) a thinking-friendly environment should be created in the organization to support, motivate and encourage employees to think and reason freely" (Khataybeh & Salem, 2015, p. 25).

De Bono's approach which is known as the *Six Thinking Hats* (STH) aims to develop thinking between groups. According to De Bono (1994), the six thinking hats are set metaphorically and can be removed. People or students can engage to think through the use of colors. For this reason, researchers think that the approach can help to develop writing skills.

When it comes to dissertation writing, students find difficulties in organizing its basic features, mainly the abstract, the general introduction, and the general conclusion. Indeed, this field receives the least attention in academic writing, although there are many techniques and approaches that students can find helpful. Engaging students to think critically or use their thinking skills in dissertation writing still needs more research. Hence, the ultimate aim of the current research paper is to shed light on the possibility of using De Bono’s approach to teach students research methodology techniques. The main focus is on how to use the approach to improve their thinking skills so that they can recognize the basic features of the abstract and general introduction since they are the most important parts of dissertation writing.

Research on the use of STH to develop students’ creativity and thinking skills proves its effectiveness in promoting learner’s writing performance. Therefore, the researcher was motivated to employ the approach in academic writing in general and research methodology in particular to enhance students’ dissertation writing. To solve the research problem and reach the aim, the following research questions are set as follows:

- Did STH improve students’ dissertation writing?
- How can students use STH to develop their thinking and writing skills?

Throughout the current paper, we will introduce the reader to “The Six Thinking Hats” as a concept as it is introduced by De Bono. The researchers also present a succinct account of the methods section by describing the participants, research tools, and procedures. The findings section presents in detail how the researchers employed the approach in research methodology, main in writing the informative abstract and the general introduction. The paper ends with the point that critical thinking should be integrated with academic writing, mainly in thesis writing.

2. Literature Review

2.1.The Six Thinking Hats: An Overview

Researchers like Sarsani (2005) defined STH six as modes of thinking that direct the learner to think (AlBakri, 2011). Similarly, Vacca (2006) observed that STH is a “means for groups to think together more effectively and a means to plan thinking process in a detailed and cohesive way” (as cited in AlBakri, 2011, p. 489). Hence, STH is an approach developed by Edward de Bono to help students to develop their thinking skills in general and critical thinking in particulars. It gives value to problem-solving as a cue in developing critical thinking. Consequently, the approach has received considerable interest among researchers to use it in second and foreign language learning and teaching pedagogy in particular. In their part, Ercan and Bilen (2014) highlighted the importance of STH as an approach in comparison to other thinking approaches. Sharing the same view, Payette and Barnes (2017) averted that the approach is, mainly useful in class since it raises students’ motivation and competition. Ecran and Bilen (2014) added that the approach can also increase classroom activities. In a similar vein, Zwaan (2016) stressed the effectiveness of integrating STH since it helps students to extract knowledge in their classroom interaction (AlBakri, 2011). Silimarly, Dhanapal, and Wern Ling (2013) observed that “ this process allows students to become stimulated to think and be in control of their learning with the specified modes of thoughts through language and take control of their role as an active listener and speaker” (as cited in Hightower, 2019, p. 9).

Before digging deeper into the usefulness of STH in the teaching and learning process in general and EFL context in particular, it is essential to introduce the reader to STH as a concept as follows:

> 1) White hat thinking concerns the available as well as required information.
> 2) Black hat thinking considers the challenges that a topic raises.
> 3) Yellow hat thinking focuses on advantages and principles.
> 4) Red hat thinking examines the emotional effect of a topic.
> 5) Green hat thinking demands thinking 'outside the box' concerning a topic.
> 6) Blue hat thinking concerns self-reflexivity.
>
> (Al-Khataybeh, 2020, p. 160)

As the previous quote shows, De Bono (1994) selected six imaginary colored hats to represent six thinking modes. According to Al-Khataybeh (2020), De Bono (1992) aimed to develop the learner's thinking skills to solve a problem or explore a research topic from six directions through wearing the six colored hats.

De Beno (1994) stressed the importance of the approach in developing students' intellectual level through teaching them how to think critically and develop their creativity. Hence, creativity occupies an integral position in using the approach. In his part, Mayer (2007) believed that promoting the appropriate learning atmosphere or classroom environment is important to successfully implement the approach and enhance students' writing and creativity.

A Myriad of studies was conducted in different fields and favored the use of STH in different disciplines such as enhancing innovation between social workers. Similarly, researchers also tried to integrate the approach in education to enhance students' thinking skills improvement. A good example of these studies is that of Farajallah and Saidam (2018) through which they revealed its effectiveness in boosting learning and developing creative thinking, while Al-Bakri (2011) employed the STH technique in enhancing students' performance in writing composition. In his part, Tooley (2009) proved its effectiveness in developing writing skills. However, these studies remained limited when it comes to teaching English as a foreign language and the skills being ameliorated. Most of these studies explored the use of the technique in improving the students' writing, listening, and reading skills. To the researcher's knowledge, no previous studies had used the technique to boost students' dissertation writing.

3. Methodology

3.1.Participants

The study includes 39 first-year Master EFL students at Saida University. The researcher conducted the study during the academic year 2019-2020. Students received lectures on how to write dissertations, mainly the abstract and general introduction. These students are expected to graduate in 2021; for this reason, the teacher aimed to improve their thinking skills as far as dissertation writing is concerned. The researcher followed non-random selection, i.e., all students have the right to participate in the experiment. The group contains students from both genders. All the students conducted a pretest and posttest.

3.2.Materials and Research Procedures

The researcher chose to use tests for the experiment rather than questionnaires and interviews. The main aim is to give more value to the practice. Through tests, the researcher can check, follow, and assess the students' use of the technique and its outcomes.

During the first semester, the researcher trained students on how to write the academic abstract and general introduction. The researcher employed other means to reinforce the students' knowledge, mainly social media (Facebook and YouTube). She also posted lectures on Moodle with extra materials, mainly books. The main aim is to reinforce their background knowledge. The lectures are supported by assignments and homework activities. After finishing the first-semester program, students conducted a pretest on the two selected features (abstract and general introduction).

During the second semester, students were introduced to the *Six Thinking Hats approach* and its effectiveness in promoting students' thinking skills and improving their writing skills. They became familiar with the technique and its use. As far as the use of colors is concerned, students selected the following colors for abstract writing, mainly in writing the informative type as figure one shows. They did not respect the colors used in the approach but they started to learn how to engage critically in the process.

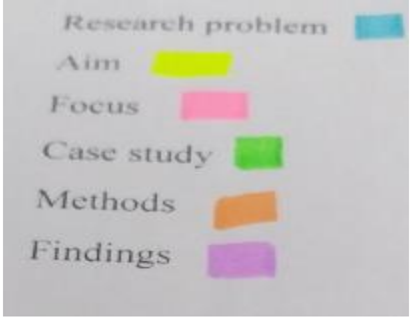
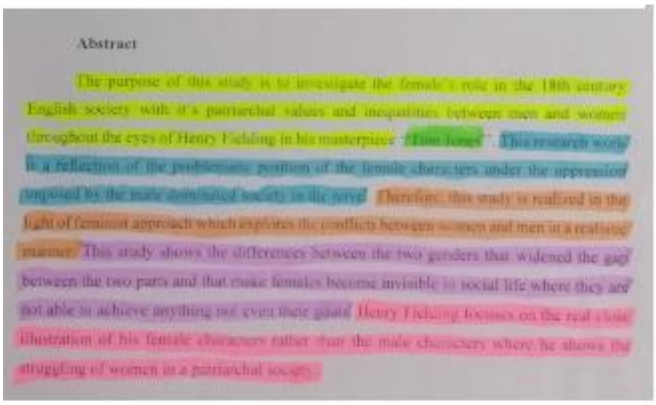


Figure 1. Key colors to define basic features of an informative abstract

Figure one indicates the six colors used by students to highlight the basic features of an informative abstract. The students agreed on the above colors to the exclusion of white and black colors. The same colors were used to determine the basic features of the general introduction. The researcher included all samples under the students' permission. The following figure provides an overview of how students used these colors to organize the basic features of the abstract:



Abstract

The purpose of this study is to investigate the female's role in the 18th century English society with it's patriarchal values and inequalities between men and women throughout the eyes of Henry Fielding in his masterpiece "Tom Jones". This research work is a reflection of the problematic position of the female characters under the oppression imposed by the male dominated society in the novel. Therefore, this study is realized in the light of feminist approach which explores the conflicts between women and men in a realistic manner. This study shows the differences between the two genders that widened the gap between the two parts and that make females become invisible in social life where they are not able to achieve anything not even their goals. Henry Fielding focuses on the real close illustration of his female characters rather than the male characters where he shows the struggling of women in a patriarchal society.

Figure 2. Students' use of colors to highlight the features of the informative abstract

Figure two reveals students' level in recognizing the basic features of an informative abstract. The experiment proves the effectiveness of the technique in learning and using the basic features of an informative abstract. Figure three also shows students' use of the key colors to organize the general introduction:

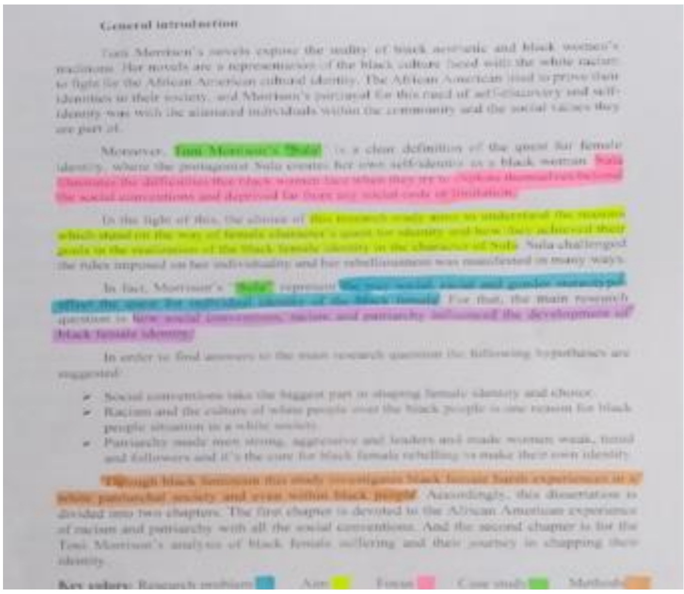


Figure 3. The use of key colors to highlight the basic features of the general introduction

Figure three reveals that students mastered the use of the STH technique and started using it in their homework and classroom assignments.

4. Findings

4.1.Pretest

The researcher conducted a pretest with the 39 students during the first semester as has already been mentioned. Through the pretest, the researcher asked students to write an informative abstract and a general introduction. Every student selected a topic in the fields of literature and civilization. Most students chose the topic "The Quest for Female Identity in Morrison's *Sula*" for the pretest and posttest. The teacher asked students to write an informative abstract and the first part of the general introduction. Table one reveals students' level of recognition:

Table 1. *Level of students' recognition of the basic features of the abstract*

Abstract basic features	Percentage of students' recognition
Main aim	58.31%
Significance of the study	19%
Focus	05.33%
Context of the study	33%
Research tools	02.66%
Findings	40.71%

Table one indicates that most students had a low level of recognizing the basic elements of an informative abstract. They tend to include just the main aim, the context of the study, and findings. A small minority has an acceptable background in recognizing the significance of the study and research tools.

Table 2. *Level of students' recognition of the basic features of the general conclusion*

General introduction basic features	Percentage of students' recognition
The research problem	42.03%
The focus	11%
The main aim	36%
The research objectives	77.31%
The research questions	89%
Research tools and context	22.33%

Table two shows that students' level of recognition is high in some features like the research problem, the research objectives, and research questions. It is low in recognizing the focus, the research tools, the context of the study, and the main aim. The main reason is that students learned through their license level how to identify the research problem, how to write the research questions and research objectives. It is until their Master's level that they start learning how to write the general introduction.

4.2.Posttest

After students were introduced to *Six Thinking Hats* as a technique, they started practicing some activities by highlighting the basic features of abstract and general introduction writing through some samples posted by the teacher on Moodle and Facebook. The following figure presents a sample of the abstracts checked and highlighted by students during the experiment:

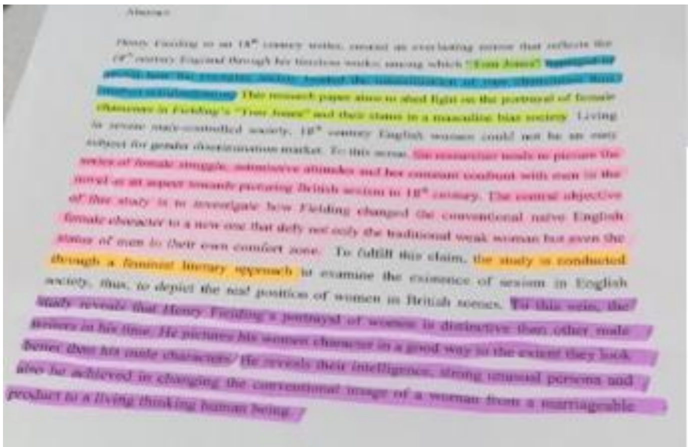


Figure 4. A sample of activities checked and highlighted by students

Figure four reveals that students conducted some activities posted by the teacher during sessions of practice before they started writing their abstracts and general introductions. The figure shows that students succeeded in using the technique on one hand and mastering the basic features of abstract and general introduction writing. The second step of the experiment was that students started writing their abstracts and general introductions. After that, their works were distributed anonymously. They began highlighting the basic features and writing comments for their classmates. After that, the teacher distributed the papers to the students. They started correcting and improving their abstracts and general introductions. They highlighted again using the key colors and waited for the teacher's feedback. The following figure represents a sample of the corrected abstracts after group work:

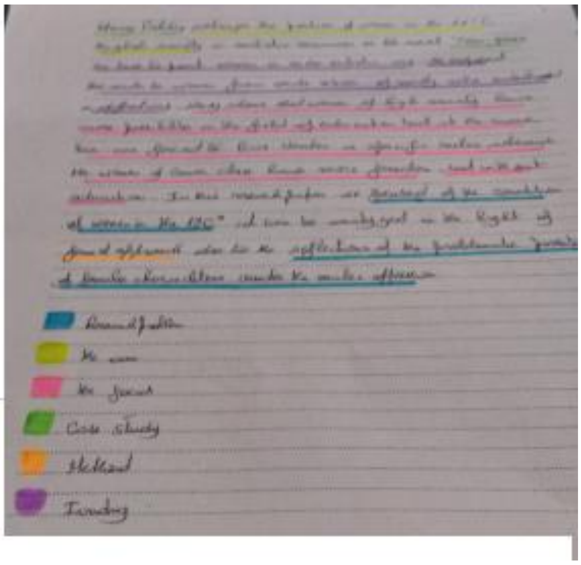


Figure 5. Sample of students' abstracts after group work

Results in the following table reveal a significant difference between the students' level in writing abstracts, mainly the informative type and the general introduction. Students started recognizing what is missing in these parts and have developed good background knowledge about the importance of using thinking skills in improving their academic writing, mainly dissertation writing. Students followed the same steps in writing the literature review, the findings, and the discussion sections.

Table 3. *Students' level of recognition after the experiment*

General introduction and abstract basic features	**Percentage of students' recognition**
The research problem	86%
The focus	77.33%
The main aim	65.03%
The research objectives	91%
The research questions	96%
Research tools and context	81.16%
A sum of the main findings	88%

Table three indicates that most students have recognized the importance of the basic features of the abstract and general introduction. They learned that identifying the research problem in the general introduction is of vital importance. They also learned the main difference between the aim and the focus and where they can place them. They also learned that including a sum of the main findings in the abstract section is important, mainly when they are writing the informative type.

5. Discussion

The results revealed that students succeeded in using De Bono's approach to *The Six Thinking Hats* in dissertation writing, mainly in writing the abstract and the general introduction. Students started to think critically by recognizing the basic features that build these parts and how they can place them. Students also recognized the chronological order of these features and how they are interrelated; hence, they came to the point that academic writing is not done randomly. It is guided by some thinking rules. This may confirm the researcher's main objective about the importance of developing both students' thinking and writing skills at the same time by providing an appropriate learning atmosphere in class.

The results also showed that the teacher's feedback through group work is also important in enhancing the students' thinking skills. It can also develop students' self-oriented learning by getting feedback from their classmates. The results also demonstrated that to develop the student's self-oriented learning, the teacher should improve his thinking skills. Therefore, they can be independent learners. The analysis also indicated that to develop students' academic writing performance, teachers should select the appropriate techniques to boost the learners' thinking skills.

Group work raised students' motivation and awareness to correct their mistakes. The analysis revealed that De Beno's technique, which was employed to improve pupils' thinking skills and was also used in different fields to encourage workers, can also prove its effectiveness in developing EFL learners' thinking skills about their linguistic skills, mainly writing. Dissertation, writing which receives the least attention to improve students writing, can also use this technique to enhance the learners' background knowledge through motivating them to learn basic features in academic writing. This may answer the researcher's first question 'Did STH improve students' dissertation writing?"

The experiment revealed that continuous assessments help teachers to test their students' strengths and weaknesses. Through the pretest, the researcher recognized the low background of her students in using their thinking skills in academic writing in general and recognizing the basic features of the different parts of dissertation writing, mainly the abstract and general introduction. Through the posttest and the use of the STH technique, the researcher succeeded in raising her students' motivation, on one hand, developing their thinking skills, and therefore improving their writing skills. This may answer the second research question "How can students use STH to develop their thinking skills?"

6. Conclusion

The main focus of the paper was to improve students' thinking skills and therefore their academic writing skills, mainly in dissertation writing by using De Bono's Six Thinking Hats. Although the students did not follow all the techniques found in the approach, they found it interesting to highlight important issues in dissertation writing using a set of key colors. The paper discussed how teachers of academic writing and research methodology can integrate thinking skills to improve students' dissertation writing. Six Thinking Hats, as a technique, proves its effectiveness in promoting group work, peer correction, and motivation, on one hand, and developing students thinking skills on another hand.

The findings revealed that the group scored better in the posttest after the use of the Six Thinking Hats. Students showed their competence and mastery in recognizing the different parts or elements of the abstract and general introduction. The results demonstrated that students scored better in writing the informative abstract as a type. They also learned how to identify the research problem, the focus, and the significance of the study. They learned to develop the research questions and objectives of the study.

The findings of the study are limited to a small number of Master's students at Saida University. The findings cannot be generalized to all EFL students. The study can be taken as a map road for future studies that intend to explore the use of the Six Thinking Hats in improving EFL students' thinking and writing skills, mainly creative thinking, and dissertation writing.

7. Recommendations

In the light of what precedes, the researcher suggested the following recommendations:

- More importance should be given to the field of academic writing in general and research methodology in particular in using thinking skills.
- The use of thinking skills should not be limited to developing speaking or writing skills.
- Teachers can be eclectic in their teaching methods.
- Teaching thinking skills should be a part of the curriculum from middle schools.
- Teachers should provide an appropriate atmosphere that favors the use of thinking skills techniques like De Bono’s the Six Thinking Hats and Gardner’s multiple intelligence, etc.
- Giving more importance to developing students’ creativity through developing their divergent thinking skills.
- Teachers need to incorporate both thinking skills techniques, group work, problem-solving and self-directed learning in their students’ activities.

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Metaphor as a Mirror of Gender-based Ideology in an Algerian Context: A Sociolinguistic Perspective

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Abstract

Gender-based ideologies seem to be firmly embedded in the way Algerian men and women are stereotyped through the process of metaphorisation which, in turn, tends to reinforce patriarchal traditional beliefs towards gender roles and identities. Hence, this paper sheds light on the most used metaphors manifesting in the spoken Algerian Dialectal Arabic variety in Tiaret city, West of Algeria. It seeks also to reveal the sociolinguistic implications associated with those metaphorical representations of men and women in the Algerian culture, and depict the real meanings that they denote in real life situations. To do this, the study employs a corpus-based analysis of a group of metaphors taken from the daily spoken discourse of people living in the speech community of Tiaret. The findings of qualitative analyses revealed that a good deal of metaphors tend to support gender ideologies and reinforce negative stereotypical representations concerning femininity, while they demonstrate positive connotations vis-à-vis masculinity.

Keywords: Metaphor, Gender Ideologies, Algerian Culture, Stereotypes

Introduction

From a purely historical standpoint, the field of gender-linked language studies is best known and remembered for being an offshoot of early androcentric research which holds the ideological belief that social power is associated with the man and weakness is a trait of being a woman. Androcentrism refers here to the patriarchal gender ideology that implicitly grants legitimacy to men supremacy and deprives women from exercising any sort of social power. In other words, it is a kind of social prejudice and injustice represented in a bunch of polarized gender roles and folk linguistic stereotypes whereby the male depicted as the ‘norm’ and the female as ‘deviant’ in most patriarchal societies. Hence, a bunch of gendered metaphors and proverbs in the Algerian culture are intimately linked to and support given gendered ideologies and the conventional social norms to which women and men ought to accommodate their socio-cultural and linguistic practices. In this vein, “they function to sustain hegemonic male dominance and female subordination” (Talbot, 2003).

Interestingly, with the proliferation of civilization and the development of modern social life in the Algerian society, the distribution of gender roles at the level of employment, workplace and leadership is no longer in favour of men only, but became rather inclusive in the sense that women have entered the public sphere and seized authoritative social positions which they could not have had any access to in the past, except in some conservative Algerian families where men are generally stereotyped as ‘breadwinners’ and women as ‘housewives’ or ‘homemakers’.

In fact, gender-based ideologies correspond to those sexist attitudes, practices and stereotypes that reinforce the re-occurrence of folk-linguistic beliefs and prejudices regarding the sociolinguistic behaviour of men and women in a given socio-cultural context. In the modern Algerian society, some gendered metaphors and proverbs are still functioning as empowering linguistic devices of a patriarchal normative belief system in day-to-day interactions. Albeit the remarkable and increasing improvement in the socio-economic status of women in Algeria, the latter is still depicted as a handicapped social category through the use of certain traditional derogatory metaphors in the Algerian Arabic colloquial language variety. Therefore, the present paper seeks to unveil the major folk beliefs and androcentric ideas of what to be ‘masculine’ and ‘feminine’ in the Algerian culture by examining the sociolinguistic and the cultural implications by examining a corpus of gendered metaphors and proverbs selected for our investigation. To meet this ultimate objective, the following two research questions are raised:

- ➢ What are the major gender-based ideologies and stereotypes associated with those most used gendered metaphors and figurative expressions in the Algerian dialectal Arabic?
- ➢ To what extent do these gendered metaphors contribute in constructing androcentric beliefs regarding the relationship between wife and husband in the Algerian culture rather than a ‘reciprocal’ one?

As an attempt to answer the aforementioned research question, we hypothesize that:

- ✓ Certain gendered metaphors are intimately linked to gender ideologies which belittle women and portray them as deficient, while men are rarely depicted negatively.
- ✓ The occurrence of gendered metaphors in the Algerian culture may reveal that people still have rigid stereotypes and androcentric beliefs concerning the ‘wife/husband’ relationship.

1.1. Significanse of the Study

It is worth pointing out that most of, if not all, popular Algerian proverbial metaphors and sayings belong to the past time, as they have had a significant part in constructing the socio-cultural legacy of our ancestors and have been passed from one generation to another. Nowadays, Algerian people sometimes usually tend to use one of the two common Algerian Arabic expressions “قالوا ناس زمان ” and “ناس بكري قالوا” as reporting sentences in order to introduce a proverb or saying when interacting orally, on social media or via the social networking sites such as Facebook. Due to their efficiency in holding and constructing symbolic moral lessons and expressive attitudes towards a particular issue, this paper sheds light on the way gendered proverbial metaphors helps in understanding the way our ancestors have crystallized the notion of gender division regarding the social roles and expectations of Algerian men and women from a purely ideological viewpoint. Since a bunch of gendered metaphors became a part of everyday interactions in the west of Algeria influencing people’s mentalities and their behaviours, undertaking such research is a worth doing task as it will bring more insightful views to the already existing literature.

As far as the structure of the present paper is concerned, section one is devoted for the *review of the related literature* in which the relevant key concepts are defined and the most relevant works are acknowledged. Section two is dedicated for the description of the *research methodology* adopted in the study and the procedures collecting the data. Last but not least, section three deals with *data analysis* and *the discussion* of the main findings with reference to our research questions and hypotheses, followed by a brief conclusion about the obtained results.

2. Literature Review

2.1. Gender Ideologies and Stereotypes.

In the western society, it is believed that most gender stereotypes were intuitively constituted on the basis of Robin Lakoff’s model (1973, 1975) of the female deficit theory and male dominance which both embrace resolutely the prejudiced conviction that women are a deprived marginal group whilst men are the dominant in all aspects of social life including the way of using language. Stereotypes are used here to stand for the taken-for-granted ideological beliefs and assumptions regarding the social and linguistic behaviour of individuals in a certain situation. In actual fact, gender stereotyping is a cognitive mechanism of prescribing the social roles and speaking modes of men and women, and the way they are supposed to act in a given socio-cultural context; and since popular stereotypes withdraw power and higher social status from women, stereotypes do not illustrate the factual behaviour of women, but they rather lay down an idealized manner of behaviour for women (Abdelhay, 2008).

Additionally, Talbot (2003) further continues that stereotyping as a representational practice is at the heart of the notion of folk linguistics, a term which is often used by linguists to refer to "non-linguists' beliefs about language". We tend to mean by folk linguistics, the general conceptions, beliefs and public proverbs implanted firmly in the minds of individuals, and which blatantly function to perpetuate harmful stereotyping of particular social categories, especially women. However, these non-linguistic beliefs have not been given much significance by consecutive gender and language scholars for the reason that most of those beliefs, if not all, were not based on any empirical evidence or scientific method of investigation.

It is worth noting that stereotypes can bear either positive or negative connotations while they hardly ever communicate truthful attributes about others. Whilst positive stereotypes are not problematic for the most part, negative ones generate prejudice and construct a powerful long-lasting male-biased group mentality (Sadiqi, 2003). In her book entitled "Women, Gender and Language in Morocco", Sadiqi (ibid) divides gender stereotypes in Moroccan culture into two kinds: explicit and implicit. On the one hand, explicit stereotypes comprise explicit gender identity and they emphasize the ambivalent attitude of society in general, and men in particular, towards women (ibid). For instance, men may display a positive attitude towards mothers and 'good wives', but they may exhibit a negative attitude towards a 'female leader' for the reason that the latter may put at risk their status quo. For Sadiqi, explicit stereotypes strengthen the intimate relationship between women and their homes and resist any association of women with the public sphere (such as street, workplace, etc) by depicting them as "victims, alien beings, transgressing invaders, in public domains" (ibid, p.124). Actually, this kind of stereotypes can be illustrated in two popular proverbs in Moroccan Arabic variety: /**ʃawər lmra w la ddir brayha**/ (consult a woman but do not take her opinion into consideration) and /**lmra wqualha sghir**/ (a woman's mind is small) (ibid, p.124).

On the other hand, implicit stereotypes, according to Sadiqi (2003), refer to the overall internalized attitudes and beliefs about the issue of gender as a social category, and that internalization is basically unconscious, resulting from the socialization process and daily cumulative behaviour at home, school, workplace, etc. In the Moroccan culture, for instance, women are implicitly stereotyped as feeble leaders in public, poor interlocutors in religious affairs and lacking wisdom in serious matters (ibid). Unlike explicit gender stereotypes, implicit ones can be defined, in this respect, as the unconsciously deep-seated prejudicial norms and conventional presuppositions apropos gender roles and expectations. These implicit stereotypes "operate in a way which often escapes conscious control and end up by constituting some kind of symbolic law for the members of a community" (ibid, p.124). Moreover, such kind of stereotypes is notably one of the most constant reasons behind the growing commonsense of patriarchy and social disparity between men and women in nearly all areas and stages of life. Because of its power in manipulating one's way of thinking, implicit stereotypes are rather tenacious and harmful to women in particular, as they sustain and maintain the proliferation of positive attitudes towards the linguistic behaviour of men and negative ones towards that of women. Women in the Algerian culture, especially those belonging to conservative families, are socially assumed to talk politely to men, never use taboo words in case a man is around and avoid rising harshly the pitch of their voices in public; otherwise they will be judged as social outlaws and 'deviants', i.e. rude and unacceptable if they do so.

As far as the Algerian culture is concerned, countless examples of gender stereotypes which grant legitimacy to men over women are evident in the Algerian sociolinguistic profile. In comparison with the Moroccan culture, we repeatedly hear and even say a number of commonplace expressions in day-to-day verbal communication in the Algerian Arabic variety such as **/ydir 3la rai martəh/ (يدير على راي مرته)** (he follows his wife's opinion) and **/khti:k men hadrət nsa/** (خطيك من هدرة النسا) (do not take women's speech into account) and so on. In the first example, one can easily notice that although the close relationship between the wife and her husband which is said to be reciprocal from the perspective of Islam religion, there is no escape for women's language, however, from being ideologically confronted by rejection, immaturity and lacking approval. Likewise, the second example shows explicitly the prejudicial attitudes towards women's language, representing the latter as powerless, irrational, uncertain and valueless.

2.2. Gendered Metaphors

In view of the aforementioned state of affairs, the traditional conception of gender roles and expectations is also reproduced in the ways masculinity and femininity are metaphorised, given that the depiction of women in gendered metaphors tend to disclose rugged stereotypes. In support of this, Bennegherouzi and Abdelhay (2012) writes "it follows that one chief motivation behind the use of metaphor is for the purpose of belittling a group/a sub-group or upholding entrenched derogatory stereotypes" (p.94). In the Algerian culture, gendered metaphors are in fact popular stereotypical representations built around the traditional beliefs and norms attributed to the binary notions of 'masculinity' and 'femininity'. Standing of the common understanding of 'metaphor' as a sort of figurative language in which two things or more are linked to one another in a rather literary and innovative way, the qualities hired from the 'vehicle' and assigned to the 'tenor' are in fact not real traits of this latter as signified by the metaphorical items, but believed properties (Beardsley, 1978). Hence, the lexical items chosen to describe men and women in metaphors are not always valid, but are deemed to be so instead. Consider the following two Algerian proverbial gendered metaphors used in our vernacular Algerian dialectal Arabic variety:

”كان مهني شرا معزة“

01: (He (husband) was at peace until he bought a goat)

“خاصه مرا تاع دار”

02: (He (man) wants to marry a housekeeper woman)

In actual fact, what set the floor for the comprehension of these two metaphors are absolutely the prejudicial attitudes towards women which dominate the mind-set of the Algerian society. In the first example, a woman (as a tenor) is metaphorised using the domestic animal 'goat' (as a vehicle) which is known for its irritating habits. In light of this, a folklore belief is held about the new wife who is often depicted as a 'troublemaker' and got married to her husband just to wipe out his life. That's way the man is always advised to be wise and careful in choosing his future spouse, as most of men seek to marry a 'housekeeper' woman who is explicitly metaphorized using the vehicle 'دار' (house), the one who is fully socialized to do only indoor activities as illustrated in the second example. In view of the Algerian culture, the major gender roles attributed to women should not surpass the doorsteps of the house where she lives in; whether they are daughters, wives or mothers unless they got permission from their men. Thus, the semantic field (i.e. the ground) from in which the relationship between the tenor and vehicle is made in the first example would be 'noisome'; while it would be 'homemaking' in the second example.

Interestingly, figurative speech tends to reinforce the occurrence and re-occurrence of gender-based ideologies and contribute in shaping power relations between men and women from the perspective of androcentricity. This latter has been used by pre-feminist and feminist and even post-feminist research to merely designate that society is man-made and is governed by his norms to serve his needs. In support of this, Bennegherouzi and Abdelhay (2012) assert that "The language of metaphor carries with it advantages to particular groups to the detriment of others and then becomes foundational in constructing social identities" (p.95). Thus, the metaphorization of men and women in the Algerian culture validate to a certain extent the role of gendered metaphors in crystallizing the society's ideological norms and the socio-cultural meanings regarding masculinity and femininity. Furthermore, if we consider those proverbial gendered metaphors as boosting figurative linguistic devices of one's way of thinking, so "there is no doubt that they constitute a mirror image of our cultural identity, illustrating a great deal of our attitudes, world view and life experiences as a whole" (Ould Si Bouziane and Saadi, 2019, p. 138).

3. Methodology

As the current study's main objective is to highlight the foremost prejudices and folk beliefs that are reckoned to be deeply-rooted in a bunch of gendered metaphors as in the ones illustrated earlier, a corpus–based qualitative analysis of 20 proverbial gendered metaphors have been chosen for our investigation. The data was collected on the basis of our long-term participant observation of people's day-to-day spontaneous speech in the speech community of Tiaret, west of Algeria. In fact, the data was collected by taking part in various naturally occurring speech events with people of different age categories, gender, and educational backgrounds in the inner city of Tiaret. Moreover, since all the selected proverbial metaphors are used in our local Algerian dialectal Arabic variety; we have decided to translate each instance in the English language for better comprehension of these gendered metaphors.

4. Results and Discussion

This section is devoted the analysis and discussion of the most common west Algerian gendered metaphors used in day-to-day speech. It will bring to light the major ideological beliefs and the social norms associated with gender identity construction in the Algerian culture. Moreover, the selected metaphors will be organized into tables so as to highlight what gender ideology is carried with each group.

4.1. Some Animal Vehicles Used to Depreciate Women:

Algerian Metaphor	English Translation
“لمرا خت البقرة”	The woman is the sister of the cow.
” دايرة كي العود”	She is like a horse.
“كان مهني شرا معزة”	He was at peace until he bought a goat.
“اديها خنفوسة تهنييك و لا تديها غزالة تعييك”	Better take a beetle amuses you instead of a gazelle tires you.

Table 1: Women and Dehumanizing Metaphors

As illustrated in table 01 above, the first gendered metaphor shows that the tenor (woman) and the animal vehicle (cow) are figuratively linked together as being ‘sisters’. Since this domestic animal denotes in the Algerian culture stupidity and ignorance, this prejudicial metaphor is used in case a woman have done something wrongly and not as it is supposed to be, mainly when she acts without being careful and having much thinking about the outcomes of her actions. In a similar vein, the second metaphor uses the animal vehicle ‘horse’ which is used in many situations to charge a woman if being rude, vicious and vulgar. The same animal word is also used to address her in case she looks physically strong and massive. In addition to this, the Algerian dialectal Arabic term/**tradʒlət**/ (ترجلت) which denotes in English “manish” (i.e. she became a man or behaves like he does) is very often said to a woman who has defied the norms of femininity and displayed those of masculinity, which would constitute a negative attitude towards her bring shame and dishonour to her and her family as well.

Whilst the third example in table 01 is chiefly used to connote the wife as a ‘troublemaker’ and the source of problems after marriage as illustrated earlier, the fourth example indicates that the man should not be deceived by the beauty of the woman he wants to marry. A widely held ideological belief in the Algerian culture claims that marrying a very beautiful woman (metaphorised as gazelle) is tricky and probably will dissatisfy him, while marrying un ugly one (metaphorized as beetle) is suitable, since this latter is obliged to do anything to please her husband and make him happy no matter how he looks in order to compensate her ‘lack of beauty’.

4.2. The Metaphorical Term /adda:r/ (house):

Algerian Metaphor	English Translation
” تزوج بمرا تاع دار“	He got married to a woman of household.
“الدار كيراهم”	How is the house (wife)?

Table 2: Women and the Private Space

It is worth pointing out that some Algerian men, mainly husbands and fathers, prefer to call their family members including their wives using Algerian dialectal Arabic word “**الدار**” as a collective noun. In fact, there are two chief interpretations that are implicitly associated with this stereotypical notion. On the one hand, it can symbolize the type of the future wife that a man prefers to marry as demonstrated in the first example above. From an androcentric perspective, this sort of a woman is expected to be a whole-time housewife who should be capable of managing all of her domestic work, since the private space is regarded as a secure sphere that would guarantee her chastity and the honour of her husband and/or parents as well. This has also has something to do with the conception of gender role ideologies which, according to Korabik et al, (2008), refers to “a set of attitudes and beliefs about the proper roles of women and men in the family or society, which could be considered in a continuum ranging from egalitarian to traditional values” (As cited in Ungaretti and

Etchezahar, 2013, p.41).

On the other hand, the same item is used by people in a metaphorical sense in some instances like example 02 when referring to all family members, mainly females, and not the house itself, as this latter would sound pretty ironic. Once more, instead of addressing their daughters, mothers and wives in their real names, the collective term ***/adda:r/*** is used as a vehicle by people to avoid any misunderstanding, since this essentially denotes one's privacy and '*hurma*'[1] (حرمة).

4.3. Some Animal Vehicles that Denotes 'Machismo'

Algerian Metaphor	**English Translation**
“داير كي البغل”	He looks like a mule.
“خشين كي الفرد”	Rough like a bull.
“ها هو جا السبع تاعي”	Here comes my lion.

Table 3: Men and Dehumanizing Metaphors

As far as the context of the current study is concerned, people generally used some animal names in certain metaphorical expression as in the ones displayed in table 03 above in order to praise males, mainly those who are physically strong, enormous, brave and having machismo character. However, this is not always the same, since they can be used to address males in case they have displayed rude and stupid behaviour, except the word /***sba3***/ (lion) which is used in positively in most cases. In this respect, we usually hear and say Algerian Arabic expressions like 'راه صاكه بغل/حمار' (he got kicked by a mule/donkey) to describe a man and/or woman if he/she has misbehaved in a particular situation.

4.3.1. Non-animal Vehicles that Denotes "Cowardness"

Algerian Metaphor	**English Translation**
“مسسن في دار كي النسا”	He always stays at home like women.
“ هاداك مراوي/مرية ”	That man is a womanish.

Table 4: The Metaphorization of Men showing Feminine Inclinations

Regardless of their physical appearance, there are certain Algerian Arabic words that are metaphorically used to depreciate men and mock them for deviating from the norms of masculinity. As far as the first example in table 04 above is concerned, the adjective **/msənən/ (مسنن)** signifies in our socio-cultural context that male adults and even teenagers should not spend much time staying at their homes like women, as this would form a bad social image about them and will be ideologically stereotyped as social outlaws. Men are, therefore, necessitated to stick to the norms of manhood in the Algerian culture by integrating themselves in the public sphere to get better social experience in doing outdoors activities as active and independent breadwinners of their families.

Within the same context, both of the Algeria Arabic adjectives **/mrayya/** and **/mrawi/** are synonymously used to refer to the expression /**hædæk maʃi ra:dʒəl**/ (he is not a man, i.e. womanish) and are also close to the meaning of the Algerian Arabic term /**dʒajəħ/** (جايح) (coward). Both adjectives are derived from the Algerian Arabic noun **“مرا”** (an adult woman) and are mostly used in a pejorative way to criticize men for having feminine inclinations and frail personas like breaking promises and showing fear. What we can deduce from the aforementioned states of affairs is that being a woman in our Algerian Arabic culture is a lessening parameter that represents powerlessness and inferiority when compared to the superior gender **/ra:dʒəl/ (راجل),** who, in turn, should adhere to the essentialized socio-cultural norms set by the normative belief system.

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[1] In the Algerian culture, this word denotes that one's privacy and indoor affairs should be fully respected.

4.4. The Woman and Beauty

Algerian Metaphor	English Translation
“تخاف المرا من الشيب خوف النعجة من الديب”	The woman fears aging (gray hair) as the sheep fears the wolf.
“الزين زينة و العقل نشروهلك”	She is endowed with beauty, but the mind shall be bought.
“زين الطفلة عقل و فعايل”	The beauty of the girl is her mentality and deeds.

Table 5: The Metaphorisation of Women's Beauty

It is clear from the first glance at example 01 in table 05 that women in the Algerian Arabic culture are obsessed about their beauty and the mode of fashion more than men do. The expression 'as the sheep fears the wolf' is used in a metaphorical sense to show the extent to which women's nightmare, which is aging (**الشيب**), terrifies them. Ideologically speaking, aging for some married women is an unpleasant sign of deficiency and being exposed to rejection by their husbands in due course, except those loyal ones. In light of this, a common gender ideology is widespread in our culture which is summarized in the Algerian Arabic sentence /**arra:dʒel ma jan3abʃ**/ (**الراجل ما ينعابش**) which stands for 'the man is unblemished' in English. In our context, this proverb advocates that no matter the social positioning of a man is and whether he looks ugly or handsome, he remains a superior social being as his reputation is already guaranteed by the society's traditional beliefs.

Even though women are stereotyped in the Algerian culture as being obsessed with beauty and seek for gaining attractive bodies more than men do, the other two metaphoric proverbs stress, however, that what really matters in the woman/girl is not her beauty, but her sense of wisdom, mentality and good character as highlighted by the third example in table 05. That is to say, the real beauty of the woman is crystallized in being intellectually socialized to be future good wives, since the physical beauty of the woman is in many cases deceitful as many Algerian people believe. For instance, the metaphoric expression “ **العقل نشروهلك**” is a purely folk linguistic belief as it claims that those good-looking girls and /or women lack intellectual abilities and wisdom, that it, they have 'empty heads' as best illustrate by the proverbial gendered metaphors in table 06 below.

4.5. The Woman and Lack of Wisdom

Algerian Metaphor	English Translation
“القدرة بلا بصل كي المرا بلا عقل”	A mindless woman is like a pot without onion.
“لمرا نص عقل”	The woman is narrow minded.
“شاور المرا و خالف رايها”	Consult your woman (wife) but disregard her opinion.
“سوق النسا ما يتبنا”	Women's market will never be built.

Table 6: The Metaphorisation of Women as 'Lacking Reasoning'

As discussed earlier, women in the Algerian culture are most often stereotyped negatively when it comes to intellectualism. In this respect, the first example highlights that a woman who is intellectually deficient is valueless and untrustworthy; the same way as it would be impossible to for someone to cook a 'tasty' dish without using 'onion', as this latter is considered as an important vegetarian ingredient in cooking most Algerian dishes, mainly the traditional ones. In a similar vein, the second example shows explicitly that the woman' views and ways of thinking are deficient and short-sighted and is, therefore, metaphorized as a ‘half-brained’ creature. This belief is also deeply rooted in example 03, which claims that the husband should not take his wife’s opinion into consideration; simply because she thinks and suggests things with her emotions (heart) instead of her mind as many Algerian folks believe.

Actually, example 04 tells the whole story as it can represent two main negative stereotypes about women, and their use depends on one’s intention. On the one hand, the metaphoric expression ‘women’s market’ may indicate that if a group of women have gathered to tackle a given issue or to solve a problem in particular social context, there will be no agreement among them but a lot of dispute, gossiping and talkativeness. On the other hand, it may also refer to the ideology that women’s world is dark in the sense that it is full of tricks, danger and pitfalls. In other words, women in our society are most often charged with evil deeds and the source of social problems as shown in table 07 below.

4.6. The Stereotyping of Women as ‘the Source of Evil’

Algerian Metaphor	**English Translation**
“الخير مرا و الشر مرا”	Good is a Woman and Evil is a Woman.
“يتحزمو بل لفاعي و يتخللو بالعقارب”	They (women) wear snakes as belts and scorpions as anklets.
“ما يخسر بين لحباب غير النسا و الدراهم”	Nothing would ruin relationships between intimates except money and women.

Table 7: The Metaphorization of Women as ‘Evildoers’

From a folklore standpoint, the first example in table 07 tells that the woman plays a major role either in strengthening or destroying families and relationships in the Algerian culture. For instance, the metaphoric expression ‘الخير مرا’ suggests that if a married woman lived happily with her husband and succeeded in raising her children well, she is a good woman, but if things run in the opposite, this indicates that the wife is a bad one ‘الشر مرا’. Within the same line of thought, the other two examples in table 07 stress implicitly that women are the ‘source of evil’ in our society. If we consider the second example, women are metaphorized using two of the most dangerous species (snakes and scorpions) as animal vehicles so that to accuse them for breaking relationships between relatives and couples and causing troubles between sincere and intimate friends and family members; the same way as money does.

5. Conclusion

As the study’s main concern was to disclose the major gender ideologies, stereotypes, and prejudicial norms that make up the socio-cultural heritage of a western Algerian speech community, figurative language has in fact proved efficient in the maintenance of a gender-biased mentality in an Algerian context, as this was best illustrated in gendered metaphors on women for the most part. In spite of the decisive socio-economic changes in women’s social status in Algeria, the negative stereotypes and prejudicial attitudes are still practiced towards them and are deep-seated in day-to-day colloquial speech unfortunately. Through its word choice and imaginary style, gendered metaphor language plays a vital role in depicting the way normative belief system in a modern Arabo-Islamic context works in strengthening men’s status at the expense of that of women. Hence, the Algerian woman is metaphorically portrayed as a homemaker, short-sighted, deceitful, and wiseless social being; while the man is simply depicted as the ‘head of the table’.

All in all, a good deal of 'colloquial' gendered metaphors in the culture of the Algerian western speech community of Tiaret are explicitly linked to androcentric socio-cultural norms and folk beliefs; the basis on which the notions of 'masculinity' and 'femininity' are conceptualized as a 'Norm/Other' relationship. As far as the study's limitations are concerned, probing people attitudes towards these and other gendered metaphors in real life situations is a compulsory task for either the validity or the rejection of the conclusions made beforehand. Moreover, the adoption a context-sensitive approach is recommended for future research by taking into account the various contextual cues surrounding its occurrence in a given socio-cultural context.

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Joe Christmas's Identity Dilemma in William Faulkner's *Light in August*

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Abstract

The war had a critical impact throughout the history of the USA on the conquered South, which was undergoing "collective decline" leading to a "collective cultural trauma". The concept of trauma is inseparably associated with the South's ideologies, specifically the ideology of white superiority in the South. The present study investigates the role of traumatic life events on identity in *Light in August*. Joe Christmas, the protagonist in William Faulkner's novel, is portrayed as a trauma survivor on a never-ending quest for identification. Also, this study is an attempt to examine how the identity of Joe Christmas is formed by the collective identity of his community. Joe Christmas who is always in search of identity wishes to be a tragic character. He combats all the threats to physical, intellectual and emotional safety through violent reactions that generally occur in explosions against women because he intimately threatens his understanding of his sexuality. Joe Christmas, associating himself with the black race at many points within the novel, suffers from the mockery that entails only because he knows a bit about his personal story and enables his racial confusion to influence his sexual identity in his teenage years and adulthood. This study analyses how Christmas challenges, heightens and exacerbates Jefferson's racial and sex-based stringent classifications. In this paper, Faulkner is undoubtedly disengaged from portraying the terrible representation of the injury by which his mulatto character experiences "Trauma Process ". In this respect, it is revealed that collective injuries are related to the collective character of America. It successively reflects the entire destructive vision of the South that is represented in Faulkner's novel.

Keywords: Individual Identity, Racism, Outcast, Marginalized, Prejudice, Trauma

The novel *Light in August* is told from the point of view of the town, through the gossiping of Jefferson's residents. It is primarily about two strangers who arrive in Jefferson at different times: Joe Christmas as a biracial man among the Jefferson people, and a young Alabama pregnant woman who looks for a child's father. Even though they come from different backgrounds, their search for fate is universal. The majority of the chapters in the novel reveal the past, which is the primary cause of their present lives and ultimately leads to their tragic fate.

Faulkner begins the novel's character descriptions through Lena's story in which he introduces Joe Christmas, another significant character. Visser indicates that the story of Lena and Joe is intertwined in Joe's introduction. At the planning mill, a man who seems to be a foreigner appears out of nowhere. He remains an outsider to everyone at the mill until Joe Brown, a newcomer, shows up and introduces himself as a friend. Because her parents fought for the freedom of black people who were enslaved by whites, they are staying in Miss. Joanna Burden's cabin, which is located outside of town. He is a complicated character. Faulkner first reveals his true identity in the darkness of the night, at the cabin where he has a good relationship with her, however he is frequently haunted by hallucinations that render his unconscious. Since he is biracial, he is haunted by his past, which consists of the incidents that occurred throughout his life. Joe is aware that she's furious at Joanna when she forces him to pray and asks him to work for black children in the school, etc. but he's completely unaware of his actions. In this instance, he is caught in a dilemma by Joanna's death. While holding the weapons, he suddenly realizes that he shot Joanna and the gun had two bullets, one for her and the other for himself. Then he confronts his dilemma: He's a murderer of Joanna, and he doesn't know what his future holds. He starts searching for his fate. His turbulent past does not cut him a break, so he moves from place to place to avoid the cops. This may explain why he is put into the cabin with the black blood, and the white blood holds him out."But his blood would not be quiet, let him save it. It would not be either one or the other and let his body save itself. His black blood drove him first to the negro cabin. And then the white blood drove him out of there, as it was the black blood which snatched up the pistol and the white blood which would not let him fire it" (86).

Joe Christmas is starting to resemble Tom Jones from Henry Fielding's novel *Tom Jones*. All he hears are voices from invisible black people surrounded him, like body voices that murmur, speak and laugh at him in a language that he does not understand. His instinctive behaviour is not what he wants to be. When he comes across a group of black people on the road in the middle of the night, he is afraid of losing his identity. He despises black because it reminds him of his inner aversion to himself. Joe's crucial past is further exemplified by Faulkner's use of the stream of consciousness technique (Ahmed, N. H. M. and Ahmed, M. A.). At first, he is known as Joe Christmas because he was abandoned as a baby in an orphanage on Christmas Day by his grandfather. In the orphanage, though other children are similar to him, he is completely alone. The only difference between him and the other kids is his race. In most cases, the child is emotionally bound to the mother, but this is a crisis in the case of Joe. He has no one in the orphanage who loves him, and he is mistreated by the dietician, who despises him and makes others angry because he is biracial. He was often referred to as a "little nigger bustard" by her. So Joe believes that an orphanage is a terrifying place where he can't relax and is brutally treated by people who are all white supremacists. He is then thrown without mercy out of an orphanage.

Second, he is permitted to remain with his adoptive parents. He is overjoyed when he first enters the new home, but then he sees his parents, Mr. and Mrs. McEachern, for the first time. His wife becomes his slave after he makes a blunder in learning the catechism, a religious book. His mother loves him, but her actions such as hiding money in his room and taking good care of him after he was beaten by her husband irritate him, and he believes she has lost faith in him.

In his "Trauma Process", Faulkner depicts an appalling representation of injury experienced by his mulatto character. An attempt will be made to argue that collective injuries are related to the American South's collective character. This, in turn, echoes Faulkner's depiction of the South as a global destroyer in his book.

The glorious South's image was shattered after the war, and it was portrayed as a myth that could never be realized because it had become a mere recollection of the South's history (Singal 168). As a result of the distorted image of Glory, a cultural trauma occurs that is irreversible. According to Jeffrey, this "occurs when members of a collectively feel they have been subjected to a horrendous event that leaves marks upon their group consciousness, marking their memories forever and changing their future identity in fundamental and irrevocable ways" (1). The defeat was traumatic in this sense because it left an enormous impact on the mentality of Southerners who were devastated by the defeat, resulting in division of the South into Old and New. This misery was also shared because it shattered major bonds and harmed people's sense of community (Jeffrey 4). Indisputably, the trauma hypothesis is significantly related to the ideologies embodied in the South, particularly white people Southern philosophy. In his novel, Faulkner tries to talk with his hero Joe Christmas as a trauma victim on an endless journey. Kuo says a trauma victim represents and takes place in the seed of his dying consciousness (3).

Joe, who seems white but is suspected of having black blood, confronts his racial reality severely by the racists he encounters. This reality follows him throughout his life and haunts him in many ways leading to his paradoxical nature. As a matter of fact, he felt socially repelled since the Southern community "[was] avenging its traumatic past upon the recently offended other subjects within" (Kuo 133). Joe had a traumatic experience in the orphanage when he stole toothpaste from the dietician's chamber. He witnessed the dietician's intimate interaction one day while he was hiding and chewing toothpaste. He was watching her while eating toothpaste, but the excess toothpaste in his mouth caused him to vomit, and he was spotted by the woman who tormented him with the phrase "nigger bastard" (Faulkner 114). Although he never acts like a nigger or a white man, these statements cause him to have an identity crisis (Faulkner 349). This is a bitter memory that is difficult to handle as well as reminding him of the South racial pain. Joe is also traumatized by his grandfather, Doc Hines. Because of his father's mixed racial roots, this guy regards his grandchild as a "devil's crop" (Faulkner 379). Since Hines is motivated by Puritan beliefs, he murders Joe's father and lets his daughter Milly die during delivery by denying her medical care. He exacerbates Joe's unsettled identity by working as a janitor in the orphanage and staying close to him in order to monitor and despise him (Faulkner 127). This character embodies the Southern way of thought and their contempt for the black race regard as a "walking pollution in God's face" (Faulkner 128). His abominable actions all contribute to the child's anguish, such as the abandonment of the young child at an orphanage and outweighing racial prejudice against his grandson from an early age. Trauma, Cathy Caruth says, is "an overpowering experience of unexpected and catastrophic occurrences in which the response to the incident manifests itself in the frequently delayed, uncontrollable, recurring appearance of hallucinations and other intrusive phenomena" (Kuo 24). Taking this definition into account, it is revealed that Joe as a child suffered a series of "catastrophically occurrences," including the loss of both of his parents, being abandoned at the orphanage as well as ongoing direct exposure to racial epithets that bothered him.

He starts with an assessment of his relationship with this Janitor as a trauma victim trying to sense all those traumatic events, and later he becomes his grandfather. In the following lines of the novel, the author interposes the views of Doc Hinas with the eyes of a child. "Even at three years of age; the child knew that there was something between them […] if the child had been older he would perhaps have thought he hates me and fears me […] that is why I am different from the others: because he is watching me all the time. He accepted it". (Faulkner 137-138)

However, these words represent Hines' intrinsic conduct towards him and acknowledges its contradictory nature. The child's disappointment and failure to see Hines's outbreak is obvious. As a result, Joe's initial reaction is revealed through exchanges portraying his fascination with the dark race and his distinguishing proof with them. In the end, the debate appears to be about his turbulence and the fact that he is portrayed as a victim of an injury. In his perception and conversation with a dark specialist at the shelter, his response is, "How come you are nigger? And the nigger said who told you I am a nigger, you little trash bastard? And [Joe] says I ain’t a nigger and the nigger says you are worse than that. You don’t know what you are. And more than that, you won't [sic] know. You'll live and you'll die and you won't [sic] know" (383-384).

Although Joe's unseen blackness at the heart of his trauma is revealed in the words above, they also expose the boy's ongoing search for identity is as absurd as it enhances his pain as he delves deeper into his origins. Personal adversity, according to Jeffrey, is a psychological assault that penetrates one's barriers so quickly and with such severe power that one is unable to respond properly. The identification of Joe, which challenges classifications, agitates cities because it is contrary to the rigid classification of Jefferson's identification: "for the black, he appears white" "for the white town folk, he appears to be of mulatto origin" (Faulkner 139). The unstable identity of the Mulatto justifies the lack of trauma. Further, it justifies that there is no fixed location for trauma. "Trauma is not lockable in the simple violent or original occurrence in an individual's past [...] but rather in the way, it was precisely unknown in the first instance,' says Jeffrey, who later comes back to haunt the survivor" (7). Joe Christmas' traumatic experience is linked to a blood theory. This means that his white blood occasionally makes him white. Because of his light skin, he is able to successfully pull off the stunt, go to a white barbershop, dress as a white man, and no one questions him because he looks like a white man (Faulkner 349).

He also starts fighting when he wants to be identified as a black person, duping or baiting white people into labelling against him as an Afro-American so he can fight them (Faulkner 225). He gradually loses respect for his guardians and begins to live his life according to his desires. When he tries to stop his father's off-base activities such as drinking, betting, and having a relationship with the server Bobbie Allen, he beats him over the head with the chair one day. He then goes to Bobbie's house, where he is taunted by a man who punches him repeatedly, demanding to know whether his blood is dark or white. Then, he drifts away from that place, meandering from town to town until he arrives at the place known as Jefferson. He was disciplined as a child, and he never received maternal warmth because he lost his mother, and as a result, he doubts women and their supporting temperament. Joe's life comes to an end at the hands of Percy Grimm, who assassinates him for the murder of Joanna. Finally, white society succeeds in killing him physically, spiritually, and psychologically. "It seemed to him that he could see himself being haunted by white men, at last, the black abyss which had been waiting, trying for thirty years to drown him and into which now, at last, he had entered" (366).

Faulkner clearly emphasizes the power of race, specifically the white race, over black people in the southern United States through the character of Joe Christmas. People in his neighbourhood tease him because he is biracial, even though he appears to be white. People's minds cannot be determined by their skin colour, but it can only be determined by their character and not by their skin colour.

Joe's rage and hatred for women is manifested in various ways as a consequence of the traumatic memorial events started at the site of the toothpaste incident, including prostitutes Bobbie Allen and Joanna Burden. His meeting with Bobbie Allen had torments him due to the fact that he was cruelly abandoned as a child. Joe is an abandoned neurotic person who worries about being loved as he is (Fanon 77). He sexually assaults her after discovering she is on her period. Menstruation brings back memories of his visit to the dietician's office and the events that ensued. Joe imagines a shrinking row of suavely shaped urns in the moonlight after learning about menstruation, and one might notice the role of memory in producing trauma in this context. Since none of them are ideal, erupted liquid, causes him to vomit (Faulkner 189). Since a victim dreams about and imaginatively returns to the traumatic event, it is clear that traumatic memory is unconsciously torturing Joe Christmas (Forter 267). "Vomiting" Greg Forter's new book, is about the experience of sexual trauma. Vomiting, according to Forter, has something to do with identity formation and represents a "strangely elusive identity" because a substance is alluded to that is assimilated and rejected at the same time. Joanna Burden is the victim of Joe Christmas's sexual trauma. This woman's self-presentation in her dual personality is similar to Joe's (Faulkner 235).

Joanna Burden oscillates between two sexual characteristics: male and female. Like Joe, she suffers from racial trauma. She also has a hand that is better suited to holding a rope, a gun butt, or a knife than a pen (Faulkner 242). Her grandfather's abolitionist promises to protect black people heavily weighs on her shoulders. Joe Christmas does rapes this woman several times to vent his sexual angst. In fact, rape, gives Joe a feeling of superiority and control over the white female body. According to Alicia Hickman's essay "An Analysis of Race and Gender in Light in August", Joe rapes Joanna to show his black masculinity dominance to be able to be with a pure white girl (19).

Since being black equates to having feminine characteristics, rape is intended to help him overcome his inferiority complex (Forter 272). Miss Burden, on the other hand, questions Joe's identity by inverting his gender roles in their sexual relationship and making him feminine. Joanna's manly power, which regularly defies Joe's gender norms, puts his manhood in jeopardy (Bush 490). For example, she reacts passively to Joe's aggression: "Now she'll run," Joe predicts. However, "she did not flee. She didn't put up a lot of resistance" (Faulkner 236). As Bush postulates, Joanna's passivity turns "real rape" into "imitative rape" (484). It's imitative not only because of the controller shift but also because the entire thing becomes a game: "It was as if she'd devised the whole thing only to play it out like a play" (Faulkner 259).

Rather than have anyone, another man understands what their relationship had become, he could have died or been murdered (Faulkner 271). Joe's trauma is initiated by his paradoxical connection with Joanna Burden, which is famous for its subversive structure, and it is not only race but also gender trauma. Joe Christmas, like a trauma victim who "may more or less simultaneously rely on, for example, denial, blaming, or scapegoating others" (Smelser 45). To end his gender trauma, Joe decapitates Joanna with a razor. In short, *Light in August*'s portrayal of trauma reveals the tragic journey of Joe Christmas's trauma process. The novel's conclusion adds to Joe's tragic sense of identity by revealing that in retaliation for Joanna's murder, Percy Grimm castrates Joe with a butcher knife. Even in death, Joe's gender is questioned, as evidenced by the following incident; "The pent black seemed to rush like a releasing breath. It seemed to rush out his pale body like the rush of sparks from a rising rocket, upon that black blast that man seemed to rise soaring into their memories forever and ever" (Faulkner 465).

Joe's death resembles menstrual blood, as does the dark blood that runs from Christmas. As John N. Duvall asserts, the black blood that oozes from Christmas's hips and loins is menstrual blood (Tamura 39). Christmas's bleeding is caused by his sexual organs, just like a woman's menstruation period. Duvall also considers the emotions of men to the mutilation scene. He mentions that Joe’s vomiting after learning about Bobbie Allen is a replay of his vomiting before knowing about menstruation (Tamura 39).

In conclusion, this study is an attempt to investigate trauma and Identity in *Light in August* as an apocalyptic text. Referring to Bull's definition of these concepts, Hoefer states that "bivalence is the result of a fractured existence and incomplete knowledge." (12). The novel delves into the contradictory concepts of blackness and whiteness. The inner contradiction and trauma of Joe Christmas's psyche are revealed through such contrasts. According to the abovementioned analysis, Faulkner’s extreme obsession with the Southern myth and regional traumatic intensity can be grasped in his fiction. It is developed in both social and psychological contexts (Hunninghausen 190). Consequently, the Southern trauma stems from the conflict between the apocalyptic modernity and the post war traumatic past (Kuo 134). As ISHIKAWA notes, Joe Christmas was subjected to the cruelty of racism when he was still in his mother's womb. His grandfather, a white supremacist, lets his daughter die in childbirth because she bears the "devil's crop" and a black Mexican child. Then, the child is constantly teased by others, leading him to believe that he is incapable of dealing with his problems because he has been insulted since childhood. Every child is born to the earth with a meaningful purpose in life and a duty to fulfil, but the white supremacist condemns this helpless child (William Faulkner).

They are concerned about his blood because his father, despite his appearance, is black. These types of violation demonstrate lack of humanity towards black people in this town. They even make black people feel humiliated by treating them with contempt and refusing to recognize them as human beings. This is while, Joe's grandfather lives among black people and receives food and shelter from them.

Because of his erratic attitude towards life, Joe misplaced his life. He has no chance to live with friendly people, and he is not prepared to be accepted by them as he believes that if somebody shows affection, he is bribed for something. In addition, he acutely knows how important it is to keep his biracial identity under wraps. He could be both black and while, so he does not need to be loyal to anyone, though it seems attractive to be white.

Lena, a surrendered young woman, is killed. She always looks over Byron as a strange man who doesn't seem to care about his own life. He seems to be a man who does everything for his job and takes advantage of the lives of others for money, which is his life's aim. He quickly abandons her as soon as he becomes aware that she is pregnant (Brooks). She moves to Jefferson until she gives birth to her child. She cannot find Joe, so she quits the town with her companion Byron Bunch, who is honest and good-natured to the extent that he represses his love for her. They keep looking for the mysterious man. Both Joe and Lena are guiltless, and they set out their journey in search of fate, though they fail in their attempt (Brooks).

Conclusion

This paper examines Faulkner’s *Light in August* as one of the most significant literary works about racism and human precepts. This novel which was written during the time of racial segregation, depicts the South of the United States focusing on characters who are socially excluded with the aim of representing the conflict between individuals and prejudiced society. Joe Christmas, the main character, is a victim of interpersonal contradictions struggling for social acceptance. Moreover, the novel demonstrates how a corrupt system has a devastating effect on social circles. In this novel, the system's foundation is based on a social mechanism of racial division. We are all different as humans, and we are doomed to fail in our fight against an order based on these differences. We deny our ability to be creative and fertile by rejecting them. Faulkner is also one of the writers who employs stream of consciousness technique in his novels, alongside James Joyce and Virginia Woolf. *Light in August* is a novel that recollects Faulkner's past, trying to expose characters' lives. It's about the outcasts who attempt to be compatible with the society in their own way. Trauma Theory is inextricably linked to Southern ideologies, particularly white male Southern ideology. The book delves into the concepts of blackness and whiteness, which are opposed. Joe Christmas's inner identity and trauma are revealed through such contrasts. His loneliness, opposition to reality, attempts to live according to his nature, and love for a woman that he is unable to win despite their sexual relationship, turn him into a tragic character. According to the present analysis, rewriting the South can reveal Faulkner's trauma as well as his extreme obsession with the Southern myth and regional discourse.

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Causes of Spelling Errors among Sindhi ESL Learners at a Public Sector University of Pakistan

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Abstract

Learning a language is an arduous, rigorous and challenging task. Thus, the learners of language face varying difficulties in numerous phases of language learning. Spellings are reflected to be prerequisite and a starting point for leaning of any language. This study aims to investigate the causes of spelling problems of Sindhi ESL (English as Second Language) learners at University of Sindh, Jamshoro. For this purpose, qualitative study was adopted. Qualitative study allowed to collect data in more depth. The current study is conducted among Sindhi ESL (English as Second Language) learners at the university of Sindh, Jamshoro. Three group interviews were conducted from 15 participants. Ten participants were sindhi ESL learners in the department of English language and literature university of Sindh, jamshoro and 5 participants were lecturers from the same department. Pilot data was also one of the important phases of this research study. Pilot data was collected to know the accuracy of the interviews. Results highlighted multiple causes of the spelling errors among Sindhi ESL learners.1- Main cause is the interference of mother tongue; 2- Teachers are not well trained at primary level; 3-Syllabus is not designed according to the needs of the learners. Conclusively, it is hoped that policy makers should revisit its policies for the better future of Sindhi ESL learners.

Keywords: English as Second Language (ESL), Sindhi Learners, Spelling Errors, L1 Interference, Qualitative Research

1. Introduction

Learning a language is a challenging task and learning spelling is more difficult for English SL (Second Language) learners. English language has its own rules of pronunciation and spell words. Mother tongue/native language has different rules of pronunciation and spelling. It generates a lot of problems for ESL learners (Nor & Rashid, 2018). With the aim of learning any other dialect, the learner's etymological intuitive has to undergo different alterations to suit the understanding of the second language (Kocatepe, 2017; Zuriyani & Mohamed Ismail, 2019).

Spelling is reflected as basic skill for learning English language. The incorrect form of spelling may change the meaning of sentence. Therefore, it is necessary to learn spellings properly (Altamimi & Rashid, 2019). Spelling is measured as basic element of learning a written language. Incorrect spellings would change the sense of actually written message. Therefore, it is very essential to use proper spellings for good and clear understanding of the message. According to Babayigiat & Stanthorp (2010) competence in grammar and phonology are also very important in this regard.

According to Al- Bereiki & Al-Mekhlafi (2015) Arab English language students are confronted with many challenges in learning English spellings. These errors are very common in documents. Students cannot become competent because of unproductive learning. Learners proceed to rehash the similar orthographic mistakes. Resultantly, spelling blunders can incapacitate learners in different means (Altamimi & Rashid, 2019). Correct spellings are important for communication and for the understanding of the message. It is responsible for the good impression of the well-educated learners (Rosenthal and Ehri ,2010).

The paper is divided into multiple headings and subheadings. Some of the important points are problem statement, aim of the current study, objectives, review of the previous studies, research methodology and findings and discussion. Some of the important solutions will also be discussed in the discussion part.

1.1. Problem statement

English is taught as second / foreign language in Sindh Pakistan. Sindhi students have lack knowledge of spellings rules and grammatical rules. Because of the less knowledge and competence in spellings Sindhi students face multiple difficulties in achieving competence. Here, the causes of spelling errors are highlighted. The main purpose is to understand the causes of spelling errors and suggest some strategies to overcome these errors.

1.2. Aim of the study

The main aim of the current study is to know the causes of spelling errors among Sindhi ESL learners and suggest some strategies to overcome these errors.

1.3. Objectives of the study

- To find out causes of spelling errors among sindhi ESL learne**rs**
- To find out possible solutions to overcome these errors

1.4. Research Questions

- What are causes of spelling errors among Sindhi ESL learners?
- What can be the possible solutions to overcome these errors?

2. Review of Literature

Multiple studies have been conducted in this regard. Different researchers have highlighted the problem of spelling errors differently. Qasem (2020) conducted a research on spelling errors in relation to phonology. He mainly focused on the phonological syllable construction of words. The category included: a) mono syllabic; b) di syllabic; c) tri syllabic and complex syllabic words. The study mainly focused on the relation between position of phonemes and spellings errors. The findings suggested that the Arabic learners make many mistakes in tri-syllabic words. The position of nucleus is also very problematic for Arab ESL learners. The percentage of errors in nucleus position is 54.85%, errors in coda position 36.40% and errors in onset position is 8.75%. The results highlighted that the position of vowels create many difficulties for Arab ESL learners. In addition, the learners make many errors of substitution and omission than other groups. The Results, explored that the main causes of spelling errors are the different orthographical and morpho-phonological structures of two languages. Resultantly, the research findings suggested that the best way to evade spelling errors is to make learners aware of phonological system of English Language. It is the only solution to conduct some session on the importance of phonology of ESL.

Subhi and Yasin (2015) conducted a survey study on the English spelling errors of Iraqi students in Malaysia. The data were collected from 30 English language students. Two instruments were used in data collection process namely ‘Questionnaire and Writing task’. The results revealed that Iraqi students make most of their mistakes in writing English composition.

Smith and Swan (2001) conducted study on the spelling problems of Arab EFL learners. The results suggested that most of the Arab students make mistakes because of language differences. There are many orthographic differences between Arabic and English language.

Alhaisoni et al. (2015) researched on 122 Arab EFL learners. The study was conducted at the University of Ha'il Saudi Arabia. Writing task was used as a tool of data collection. Participants were 53 male students and 69 female students. The results suggested that the omission errors were made more frequently in writing English spellings. The majority of the errors occurred due to the incorrect usage of vowels and pronunciation.

These were the studies conducted by different researchers in different contexts. The present study will focus on the causes of English spellings errors of Sindhi students. This is the need of the hour to highlight the problems of Sindhi ESL learners for better future of coming Sindhi generation.

3. Research Methodology

Qualitative research method is used in this study. The data were collected through structured group interviews. Interviews were analyzed by making different themes and codes. For Example: (SA-G1) Student A from group 1 and (LA-G2) Lecturer A from group 2.

3.1 Sample

Data were collected from 15 participants. 10 participants were Sindhi English language learners at Institute of English language and Literature university of Sindh Jamshoro. 5 participants were English language instructors from the same department.

3.2. Research site

Institute of English language and Literature university of Sindh Jamshoro was selected as research site for the current study. This site was perfect for the procedure of Data collection because majority of the Sindhi students study at this University.

4. Results and discussion

The results highlighted some of the important findings.

4.1. Learners' point of view

4.1.1. Mother tongue Interference/L1 interference

The interference of mother tongue is very common among Sindhi ESL learners. The reason can be the different orthographic and phonological structure of Sindhi language. There is a huge difference between pronunciations of words. Sindhi ESL learners highlighted following problems in their academic education.

The learners highlighted that they are unable to write some of the words of English language. The reason according to them is the language differences. Sindhi and English language are poles a part.

"We are learning English language since childhood but at this stage we are unable to write correct spellings of some words in English language. I think it is very challenging to memorize all these spellings. I cannot memorize these spellings for a long time period. The reason can be the difference in rules and regulations between Sindhi and English language" (G1-S2).

In this statement the learner faces difficulty to memorize English spelling for longer time. The reason as told by learner is the orthographic variations between these two languages.
Another Sindhi learner group 2 says,

"*We make most of the mistakes because of language differences. Because some letters in English language are silent. There is no such kind of rule in Sindhi language" (G1-S4).* Here learner has also highlighted language differences.
Learner from group 2 and student number 8 also highlighted the same issue,

"I make most of the English spelling mistakes because there are differences in pronunciation and written language. In Sindhi language we pronounce each and every letter whereas in English some of the letters remain silent and I get confused most of the time" (G2-S8).

One of the Sindhi learners highlighted that they make mistakes because of different spelling rules. The main cause is the difference between Sindhi and English language. Sindhi is totally different language from English. There are orthographic as well as phonological distinctions between these two languages.

4.1.2. Lack of teacher training

Here are some of the important views on the lack of teacher training.

Sindhi learner from Group 2 says,

"We are given a list of some specific words to memorize for the test or assessment. After some time we forget all the words because we do not use them in our daily conversation" (G2-S6).

Here it is said that students are taught in a way so that they do not become competent enough to memorize all the spellings properly. In simple words it can be said that teachers do not teach the words practically in the classroom. Vocabulary is taught for assessment purpose only. The teachers should focus on the practical use of the spellings. From the above mentioned statement it is clear that English spellings are treated as less important for teachers.

Another Sindhi Learner from Group 2 says,

"I face difficulty in writing correct English spellings since class one. Although, I got grade 'A' in most of my subjects except English. Teacher used to give us whole paragraphs of English to memorize and the same paragraph was supposed to be given in the exam. It was one of the toughest tasks for me" (G2-S9).

Here it can be assumed that the teacher taught vocabulary for exam purpose only. Some specific words are given to memorize them. Here we cannot see any activities related to spelling teaching. Resultantly, learners cannot become competent enough in learning English spellings.

Another student from Group 2 says,

"The focus of the teacher was on the completion of syllabus. We were asked to memorize different types of essays, letters and applications. All the material was provided by the teacher. We just had to memorize them and write in the copy".

From this point of view it can be said that the teachers are not given proper trainings on the teaching of spellings. The students are treated as passive in learning English spellings. There is a dire need to train teachers.

4.1.3. Syllabus

Syllabus is considered very important for teaching and learning any skill. Here are some of the responses of Sindhi ESL learners on syllabus.

Student 3 from group 1 says,

"We were not given any type of activities in our course books for learning spellings".

Another student from Group 2 also shares same issue. He says,

"Our syllabus has lack of creativity in terms of teaching English spellings. Nothing practical is done in the classroom. Resultantly, we have lack understanding of the words and spellings".

From this point of view, it can be said that syllabus needs to be revised. Syllabus is considered as backbone of teaching and learning. Different kind of strategies should be given in the course books for the better outcome of teaching.

4.2. Lecturers' point of View

5 English language lecturers were interviewed. Some of the responses are quoted here.

4.2.1. Mother Tongue Interference/L1 interference

One lecturer from Group 3 says**,**

"Most of the spelling errors occurred because of the interference of Sindhi language. Sindhi students make many mistakes of English spellings in their writings. I think they did not get proper instructions at primary level".

From this point of view, it can be assumed that the learners have lack of clear instructions at primary level. Another lecturer from the same group shared a related point.

She says, *"Most of the Sindhi learners commit errors because they did not get proper guidance at the very beginning level" (L2).*

Here it can be noticed that there is a need of proper instructions at early stage of English language learning.

However, on lecturer says,

"Sindhi language and English language are two different languages. There are many differences phonologically and orthographically. Students get confused because of L1 interference. I think this is very serious issue for Sindhi learners".

4.2.2. Lack of teacher Training

One lecturer says,

" English is taught as second language in Pakistani context. Teachers are not well trained in teaching English language. We do not have trained instructors of English at primary level. In addition, four language skills are taught together. There is paucity of resources".

From this statement it is crystal clear that teachers per se have lack of knowledge and guidance in teaching English spellings (Liu, 2017).

Another lecture says,

"English spellings can be taught through modern technology. Unfortunately, we do not have any facilities at our institution for teaching English language. We do not have any trained teacher for teaching English spellings".

Conclusively, it can be said that teacher training should be the first priority for productive outcomes.

4.2.3. Syllabus

Syllabus is not designed according to the needs of the learners. One of the lecturers from the group 3 highlighted. He says,

"We are provided with specific syllabus for our classrooms. Some specific activities are given there. There is lack of practicality in the syllabus. The syllabus designer should design some fruitful activities for ESL learners".

Here it is pointed out that the syllabus should be more interesting and practical.

Another lecture highlighted, *"the teachers are asked to complete the syllabus on time. Resultantly, students as well as teachers suffer a lot".* It can be said that the focus is on quantity not on quality. It becomes very difficult for learners to achieve the target.

5. What can be some of the solutions to overcome problems of spelling errors among Sindhi ESL Learners?

One of the objectives of the current study is to highlight the solutions to overcome English spellings among Sindhi ESL learners. The solutions are discussed below.

1) English is a foreign language. Thus, teachers need proper guidance and training for better outcome of teaching English language.

2) There is dire need to revise the syllabus of English language at national level. Sindh is considered as one of the backward area. So, the syllabus should also be designed accordingly.
3) From the research it can be concluded that there are multiple reasons of spelling problems among Sindhi ESL learners. The solution to this problem can be proper guidelines and syllabus for teaching English spellings.

6. Conclusion

Learning a second language is very perplexing for Sindhi learners. The study of Altamimi & Rashid (2019) confirmed that the L1 interference is one of the major causes of spelling mistakes in Arab learners. The study conducted by Ahmed (2017) also revealed the same results. In addition, the problem of spelling errors is very common among Sindhi ESL learners. The results suggest three important findings. First one is the interference of L1, second is the lack of teacher trainings and third and most important is that the syllabus is not designed according to the needs of the learners. The current study suggests some important guidelines for teaching English language spellings. Teachers should be trained properly for teaching English language spellings. The institutions should provide different trainings for ESL teachers and instructors. Furthermore, syllabus should also be designed according to the needs of the learners.

7. Limitation of the study

Here are some of the limitations of the current study. The current study is conducted at university of Sindh Jamshoro. The study was conducted only on Sindhi ESL learners. This was purely a qualitative study. The participants were asked questions about the causes of English spelling errors. It was a general discussion on the causes of spelling errors. The participants were selected from BS part-1 and BS part-2.

8. Future Recommendations

Current study has conducted focus group interviews from the participants. Participants were sindhi ESL learners from the institute of English language and literature university of Sindh jamshoro. further study can be done in another university or in another department of the same university. Present study highlights the problems of sindhi ESL learners. Other study can be done on Urdu ESL learners, Pashto ESL learners and so on.

9. List of Abbreviations

G: Group
L: Lecturer
S: Student
L1: First Language/ Mother Tongue
L2: Second Language
ESL: English as Second Language
MUET: Mehran University of Engineering and Technology

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Persuasive Techniques in Imam Al-Baqir's (a.s.) Speeches

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Abstract

Persuasion is an interactive communicative process in which the persuader aims at influencing the beliefs, attitudes, and behaviors of his audience (Jowett and O'Donnell, 2012: 32). As such, there are certain persuasive techniques and strategies employed by the persuader in order to achieve his ultimate goal of gaining his audience's agreement and support. Accordingly, this paper sets itself the task of detecting the persuasive strategies and techniques utilized in Imam Al-Baqir’s (a.s.) speeches. More precisely, it aims at elucidating the persuasion configuration of the above mentioned speeches. Consequently, it is hypothesized that (1) the most prevalent persuasive strategy adopted by the Imam is *response changing*, (2) persuasive techniques such as: *alliteration*, *rhetorical questions, repetition, exaggeration, emotive language,* and *metaphor* are frequently utilized by the Imam. To achieve the aim of this study and test its hypotheses, three speeches of Imam Al- Baqir have been chosen for analysis by utilizing the persuasion model developed by the study. Moreover, a statistical method represented by percentage equation has been implemented to demonstrate the findings of the analysis of the data. Results of the analysis verify the above mentioned hypotheses.

Keywords: Persuasion, Alliteration, Rhetorical Questions, Repetition, *Emotive Language*, Metaphor

1. Introduction

Persuasion is an interactive communicative process in which the persuader aims at influencing the beliefs, attitudes, and behaviors of his audience (Jowett and O'Donnell, 2012: 32). In accordance with its appellative intention persuasive speaking is carefully planned and characterized by the most effective employment of linguistic means possible (Bussmann, 2006: 884).

As such there are certain persuasive techniques and strategies employed by the persuader in order to achieve his ultimate goal of gaining his audience's agreement and support. The aim of this paper is to find out the persuasive strategies and techniques utilized in three speeches of Imam Al-Baqir. To achieve this aim, it is hypothesized that (1) the most prevalent persuasive strategy adopted by the Imam is *response changing*, (2) persuasive techniques such as: *alliteration*, *rhetorical questions*, *repetition*, *exaggeration*, *emotive language*, and metaphor are frequently utilized by the Imam.

Thus, the current paper opens with a general theoretical background about persuasion shedding some light on the strategies and techniques that a persuader may use to achieve his aim of gaining his audience’s agreement and support. Then we move to the practical side of the paper represented by data analysis. More precisely, two types of analyses have been implemented, namely qualitative and quantitative. Finally, the paper ends with some concluding remarks.

2. Theoretical Underpinnings

2.1 Imam Muhammad Al-Baqir

He is Muhammad ibn Ali ibn Hussein ibn Ali. His title is Al- Baqir which means “the splitter of knowledge”. He was born at the 1st of Rajab 57 AH in the Holy city of Madinah and died in the 7th of Dhul-Hijjah, 114 AH, after being poisoned by the Ommyad caliph Hisham bin Abd al malik. He was the fifth immaculate Imam after his father Imam Zayn al Abidin. Imam

Al-Baqir was known by friend and foe alike for his knowledge, piety, and virtue. His grandfather the seal of all Prophets had prophesized that this young boy would unlock the chests of knowledge. He would extract priceless treasures for the generations and further the spiritual advancement of humanity. “O Jabir, you will live to see my descendant Muhammad, son of ‘Ali, son of Husayn, son of ‘Ali… The one who is known in the (original) Torah as ‘al-Baqir’ (the Splitter of Knowledge). When you see him, deliver to him my greetings of Peace…”. These were the words of Prophet Muhammad to the righteous companion Jabir al-Ansari (Web Resource 5).

2.2 Persuasion: Strategies and Techniques

Basically, there are three strategies utilized by persuaders in an attempt to influence their audience (Jowett and O'Donnell, 2012: 3-4):

(1) Response shaping: It is somehow akin to the process of teaching and learning wherein the persuader is a teacher and the presudee is a student. A persuader attempts to shape the response of an audience by teaching him how to behave and offer positive reinforcement for learning.

(2) Response reinforcing: In this strategy, if any member in the audience has positive attitudes toward a subject, the persuader will remind him of those attitudes and stimulate him to feel more strongly by demonstrating his attitudes through specified forms of behavior.

(3) Response changing: This strategy represents the most difficult way of persuasion as it involves asking people to change their attitudes, for example to go from a negative position to a positive position or neutral position.

Within these strategies, there are certain techniques often employed by the persuader in an attempt to achieve his ultimate goal, i.e. influencing his audience:

(1) Rhetorical questions: They are questions that do not require an answer and are asked for effect only. They engage the audience and encourage them to see things from the persuader's perspective, for instance (Web Resource 1):
- *Do we want our children growing up in a world where they are threatened with violence on every street corner?*

(2) Repetition: By repeating letters, words, phrases, and sentence patterns, the persuader can reinforce an argument and ensure that the point of view being made stays in the audience's mind (Ibid.). For example:
- ***Now is the time** to make real promises of democracy. **Now is the time** to rise from the dark and desolate valley of segregation.*

(3) Simile: It means one thing is likened to another using (like) or (as). This persuasive technique serves to clarify and enhance an idea or a particular point of view (Web Resource 2). For example:

- *As slow **as** a tortoise.*
- *He ran **like** a rocket.*

(4) Metaphor: It refers to an implied comparison in which one thing is described in terms of another without the use of 'as' and 'like' (Ibid.).

- *"Time is the subtle thief of youth"*.

(5) Emotive Language: It refers to the deliberate use of words that have strong emotional impact on the audience's feelings. It involves the use of words that make people feel sad, angry, upset, sympathetic, or guilty. It is a powerful persuasive technique used by the persuader to stimulate strong emotional reactions and to manipulate the audience's responses (Ibid.). For example:

- *"**Helpless** animals are **suffering needlessly cruel** and **painful deaths**"* (Web Resource 3).

(6) Exaggeration (also **Hyperbole**): This technique involves overstatement, stating the case too strongly, magnifying importance, danger, or effect of some action, event, etc. Exaggeration is used to reinforce a point and to gain attention to it. It attracts the audience's attention through a surprising or extreme claim (Web Resource 2). For example:

- *I will die if he finds out.*
- *This weights ten tones.*

(7) Evidence: It refers to the use of statistics, facts, quotes, or statements employed to support a belief, opinion, point of view, or preposition. This technique adds weight to and backs up the persuader's point of view as far as it is objective and irrefutable (Ibid.).

- *Over **61%** of Americans are overweight.*
- *Unemployment in Illinois is at **5%.***

(8) Alliteration: This technique refers to the use of words that have the same initial consonant sounds, for instance: ***S**ydney's **s**lippery **s**lid*. It is often used for emphasis to make certain phrases memorable and to attract the attention of the audience (Web Resource 1).

3. Data Analysis

3.1 Data Collection and Description

The data of this work is represented by three speeches delivered by Imam Al-Baqir. In the first speech, He is addressing Hisham bin Abd al-Malik. In the second speech, the Imam is talking to a group of people whose hearts were full of hatred towards Imam Ali. Finally, the third speech is addressed to a gathering of people whom the Imam noticed to in a complete state of negligence of their duties towards Allah Almighty.

3.2 Method of Analysis

This paper implements two types of analyses: *qualitative* and *quantitative*. The three speeches are qualitatively analyzed by utilizing the persuasion model developed by the study in **section (2)** above. This model is summarized in **Figure (1)** below. Moreover, a quantitative method represented by percentage equation has been executed to support and demonstrate the findings of the qualitative analysis of the data.

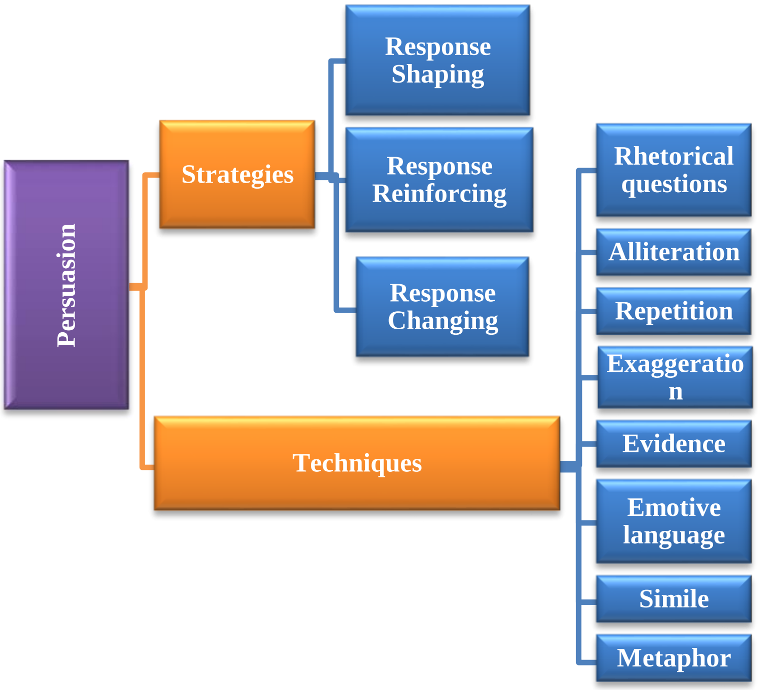
Persuasion
Strategies
Response Shaping
Response Reinforcing
Response Changing
Techniques
Rhetorical questions
Alliteration
Repetition
Exaggeration
Evidence
Emotive language
Simile
Metaphor

Figure (1) Persuasion model developed by the study

3.3 Qualitative Analysis

Text (1)

In this text (see appendix 1), Imam Al-Baqir is addressing Hisham bin Abd al-Malik and his followers. Hisham bin Abd al-Malik is the tenth Umayyad caliph who reigned during the time of Imam al-Baqir. Hisham was always fearful of the Imam's extraordinary rank and the people's love towards him. He was continually working to prevent the spread of the spiritual influence of the Imam and his followers (Web Resource 4). Accordingly, Hisham tried his best to underestimate the status of Imam Al-Baqir in specific and the Progeny of Prophet Muhammad in general.

The Imam is following the persuasive strategy of *response changing* because he attempts to change the negative attitude of the people he is addressing. There are many persuasive techniques utilized by the Imam in this text:

1. Rhetorical questions:

اين تذهبون؟	Where do you go?
اين يراد بكم؟	Where do they want to (lead) you?

Imam Al-Baqir is using these rhetorical question to engage the audience and to make his addressee (Hisham bin Abd al-Malik) consider the issue he is taking about which is the great status of the progeny of the Prophet and that they will gain at the end because they are patient and pious.

2. Alliteration:

مِلك مِعجل	early reign
ملكاً مِؤجلاً	later reign
ملكنا ملك	our reign reign

The Imam employs this persuasive technique in order to gain the attention of his addressees and to make his speech memorable.

3. Repetition:
-**ملك** مؤجل early reign
ملك معجل later reign
وليس بعد **ملكنا ملك**
There is no reign after our reign
-لأنا اهل **العاقبة** و **العاقبة** للمتقين-
For we are the people of the final result and the final result will be for the pious

The Imam repeats certain words in his speech with the aim of emphasizing his main idea that only those who follow the progeny of Prophet Muhammad are going to have a good end.

4. Exaggeration:
ليس بعد ملكنا ملك There will be no reign after our reign.

Imam Al-Baqir implements *exaggeration* in this text in order to reinforce his argument and to emphasize what is being said.

5. Evidence:
The Imam recites a verse from the Holy Quran as an evidence for his point of view:
"العاقبة للمتقين" (القصص: 83)
"The good end is for those who guard [against evil]" (Shakir, 1999: 189)

It is generally accepted that the use of evidence in an argument makes it more accurate, credible, and easily understandable. The Imam seems to observe this truism and resorts to verses of the Glorious Quran to convince his audience.

6. Emotive language:

The Imam uses some words that aim to make his audience feel guilty "بنا هدى الله اولكم وبنا يختم أخركم" (With us Allah guided the first of you. With us He will terminate the last of you). He implements these words to stimulate some emotional reaction from his audience.

Text (2)
In this text (see appendix 2), the Imam makes a speech in Damascus addressing people whose hearts were full of hatred towards Imam Ali. So the Imam delivers a speech about Imam Ali. He is following the strategy of *response changing* as he is attempting to change their negative views about Imam Ali. To achieve his aim, the Imam uses certain persuasive techniques:

1. Rhetorical Question:
أبصنو رسول الله تستهزؤون؟
Do you mock the brother of Allah's Apostle?
أم بيعسوب الدين تلمزون؟
Do you slander the Commander of religion?
وأي سبيل بعده تسلكون؟
Which of the ways do you follow after him?
وأي حزن بعده تدفعون؟
Which sadness do you pay after him?

The Imam utilizes the persuasive technique of rhetorical questions in an attempt to admonish and reproach some Syrian people who were mocking Imam Ali. He is reminding them of the fact that Imam Ali is the brother of Prophet Muhammad and the true commander of religion. Moreover, without following Imam Ali's teachings and instructions, Muslims will surely lose the right path to Almighty Allah.

2. Alliteration:

حشو النار وحصب جهنم
Filling of fire and fuel for Hell
البدر الزاهر والبحر الزاخر
Luminous Moon and the abounding Sea

Imam Al-Baqir here exploits the technique of alliteration in which he uses words that open with the same consonant letters in order to gain the attention of his addressees.

3. Repetition:

حشو النار و حصب جهنم-
Filling of fire and fuel of Hell
الشهاب الثاقب و شهاب المؤمنين-
Piercing meteor and meteor of believers
ابصنو رسول الله تستهزئون-
Do you mock the brother of Alla’s Apostle?
اخي رسول الله و شقيقه اذ نسبو
The brother of Allah’s Apostle and his brother when they attribute
هيهات هيهات برز والله بالسبق-
No way! No way! By Allah he became prominent with priority
سدوا مكان الذي سدوا-
Block the place of the one who blocked those people

The Imam, in this text, employs repetition with the purpose of emphasizing his main idea which is that Imam Ali has a great status in Islam and Almighty Allah is the One Who has granted him with this status. In fact, no one could ever fill the gap caused after the martyrdom of Imam Ali.

4. Exaggeration:

برز والله بالسبق وفاز بالخصل
By Allah, he (Imam Ali) became prominent with priority (in Islam). He won with the outstanding qualities.
واستوى على الغاية وأحرز الخطار
He dominated the purpose. He overcame the perfidy.
فانحسرت عنه الابصار وخضعت دونه الرقاب
the eyes faded away from him. The necks yielded to him.
وقرع الذروة العليا
He was the branch of the high progeny.”

The Imam utilizes exaggeration in this text in order to emphasize the outstanding attributes and the unique qualities of Imam Ali.

5. Evidence:

The Imam uses a verse from the Glorious Quran to back up his point of view and to reinforce his argument:

"وكان امر الله مفعولا" (النساء: 47)

“The command of Allah shall be executed” (Shakir, 1999: 37)

6. Emotive Language:

The Imam uses some words that are charged with emotions to make the audience feel guilty and ashamed of themselves because they are belittling and making fun of the Prophet's soul mate who is Imam Ali.

أبصنو رسول الله تستهزئون؟
Do you mock the brother of Allah's Apostle?
فأنى يسد ثلمه اخي رسول الله؟
How will the gap of my brother the Apostle of Allah be filled?

7. Metaphor:
البدر الزاهر Luminous Moon
البحر الزاخر The Abounding Sea
الشهاب الثاقب The Piercing Meteor
شهاب المؤمنين The Meteor Of The Believers
الصراط المستقيم The Right Path.

Imam Al-Baqir implements these metaphors to describe Imam Ali who is just like a luminous moon in his thinking and knowledge. He is like a sea in his generosity and like a shining meteor who guides the believers to the right path.

Text (3)
Imam Al-Baqir delivered this speech (see appendix 3) while he was sitting among a gathering of people and he noticed that they were in a complete state of negligence of their duties towards Allah the Almighty. Consequently, he addressed them to advise them to restore their relation with their Creator and worship Him in an appropriate way that fits His Omnipotence and Almightiness. As such, the Imam is adopting the persuasive strategy of *response shaping* because he is, in one way or another, teaching his followers and guiding them to the right path to walk in. To achieve this end, the Imam exploits certain persuasive techniques:

1. Rhetorical questions:
Do you not take gold from stone?الاتأخذون الذهب من الحجر؟
الا تقتبسون الضياء من النور الازهر؟
Do you not take illumination from the shining light?
Do you not take pearls from the sea?الا تأخذون اللؤلؤ من البحر؟
الا تحمد من تعطيه فانياً ويعطيك باقيا؟

Do you not praise the one whom you give to the mortal? And He will give you the immortal? The Imam in this text exploits the persuasive technique of rhetorical questions in an attempt to remind his audience of the countless bounties and graces that Allah has granted them. These graces and bounties should always trigger humans to praise and thank their Sustainer Allah Almighty.

2. Alliteration:
الهيئه المعجبة- الهيم المعطنة Admirable appearance - ruined heart

The Imam also employs the technique of alliteration in his speech in order to gain the attention of his addressees and to enrich his argument with eloquence.

3. Repetition:
انما انت **لص** من **لصوص** الذنوب-
You are indeed a thief from the thieves of sins.
عمروا فخربوا they built and ruined
عامر و مخرب ruinous constructing
اجسامكم **عامرة** Your bodies are sobber
ان الله تعالى يقول-
Allah Almighty says

آتاك **الله** عند مكافأة
Allah has given you a reward
كأنك لست بعين **الله**
As if you are not in the eyes of Allah
كأن **الله** ليس لك بالمرصاد
As if Allah is not looking for you
فلله انت من طالب و مطلوب
By Allah you are demander and required
والله لو عاينتم ما انتم ملاقوه
By Allah if you had seen what you will meet.
يا ابن **الأيام** الثلاثة- son of the three days
يومك الذي ولدت فيه The day you were born
و**يومك** الذي تنزل فيه قبرك
the day you go down to your grave
و**يومك** الذي تخرج فيه إلى ربّك
and the day you go out to your Lord.
فيا له من **يوم** عظيم
And what a great day it is!

Imam Al-Baqir here resorts to the technique of repetition to emphasize the idea that this earthly life is short and we should not spend it by running after our desires rather we should work hard to succeed in gaining Allah's content and satisfaction.

4. Exaggeration:

ان كلامي لو وقع طرف منه في قلب احدكم لصار ميتا.

If my words fell in the heart of any one of you, he would be dead.

The technique of exaggeration is utilized by the Imam in this text to admonish those people who have lost the right path to Almighty Allah because they are totally busy with their earthly lives and desires.

5. Evidence:

The Imam uses quotations from the Glorious Quran to support his point of view and to make his speech more credible and accurate:

"اللذين يستمعون القول فيتبعون احسنه" (الزمر: 18)

"Those who listen to the word, then follow the best of it"

(Shakir, 1999: 223)

"ياليتنا نرد ولانكذب بأيات ربنا ونكون من المؤمنين" (الانعام: 27)

"Would that we were sent back, and we would not reject the communications of our Lord and we would be of the believers"

(Shakir, 1999: 57)

6. Emotive Language:

The Imam uses words and phrases that have an emotional effect to make his audience feel guilty and to raise the feelings of fear inside them. By doing this, the Imam intends to gain an emotional reaction from his audience that could take them back to the right path to worship and thank their Creator, Allah Almighty.

كأنك قد نسيت ليالي اوجاعك وخوفك

As if you forgot the nights of your aches and fears.

انظروا الى هذهِ القبور, سطور بافناء الدور, تدانو في خططهم, وقربوا في فرارهم وبعدوا في لقائهم.

Look at these graves, in lines in the courtyards of the houses, close in their plans, they drew near in their escape, and were far away in their meeting.

7. Simile:

Imam Al-Baqir, here, uses simile by describing those people who have been away from their Creator as being just like “supported wood” they need to be backed up and they cannot stand alone. He also describes them as being “flaccid idols” in that they have empty minds and ruined hearts because they have forgotten their duties towards Allah Almighty.
كأنكم خشب مسندة واصنام مريده.
You are like supported wood and flaccid idols.

8. Metaphor:

يا اشباحا بلا ارواح Ghosts without souls
وذبابا بلا مصباح Flies without a lamp

Moreover, the Imam employs these metaphors to describe the awful state of those people around him who do not know their way to the extent that they are just like ‘ghosts without souls’. They were in a complete loss because they cut the bonds between them and their Almighty Creator being like lost and puzzled flies without the light of a lamp.

3.3 Quantitative Analysis

This type of analysis is meant to support and demonstrate the above qualitative analysis. I have presented statistics about the recurrent use of each item in the model utilized in the three texts. In addition, the percentage of each item has been also offered to give a clear configuration of the analysis (see **table 1** and **figure 2** below).

3.4 Results of Analysis

Findings of the two types of analyses has shown that the persuasive techniques of repetition (22.64%) and rhetorical questions (18.86%) score the highest percentages among other techniques in Imam Al-Baqir speeches. The technique of simile scores the least percentage (1.88%) being implemented only one in the texts whereas metaphor is employed more frequently with the percentage (13.20%). This in fact proofs the high and rich linguistic and persuasive abilities of the Imam in that he implements implicit smile which requires a richer stock of eloquence and rhetoric unlike the explicit one.

Table (1) Quantitative Analysis of Persuasive Techniques utilized in Imam Al-Baqir’s Speeches

No. Of Text	Rhetorical Question	Alliter-ation	Repeti-tion	Exagg-eration	Evid-ence	Emotive Language	Simile	Metaphor
1	2	3	2	1	1	1	0	0
2	4	3	6	4	1	2	0	5
3	4	2	4	1	2	2	1	2
Total	10	8	12	6	4	5	1	7
Perce-ntage	18.86%	15.09%	22.64%	11.32%	7.54%	9.43%	1.88%	13.20%

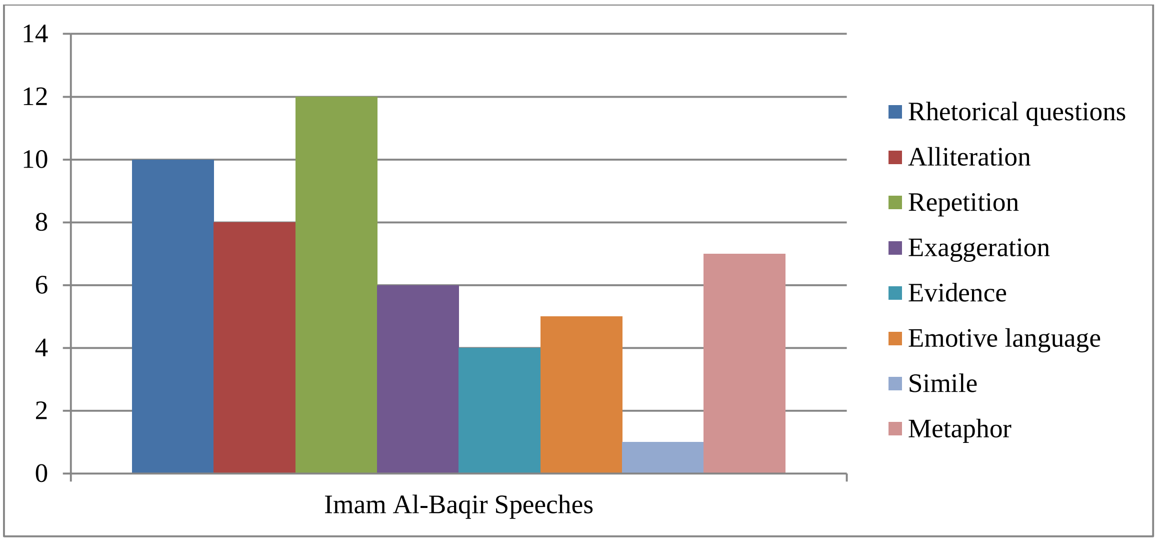

Figure (2) Configuration of Quantitative Analysis

4. Concluding Remarks

Qualitative and quantitative analysis of the data has led to the following conclusions:

1. The first hypothesis set at the beginning of the work which reads "the most prevalent persuasive strategy adopted by the Imam is *response changing"* has been verified. This is due to the fact that the Imam knows that his audience have some negative attitudes towards the progeny of Prophet Muhammad and he truly wants to change these attitudes.
2. The second hypothesis which states: "persuasive techniques such as: *alliteration*, *rhetorical questions*, *repetition*, *exaggeration*, *emotive language*, and *metaphor* are frequently utilized by the Imam" has ben also validated. Imam Al-Baqir employed the above mentioned persuasive techniques in order to achieve his ultimate goal of convincing his audience who are characterized by petrified minds and ruined hearts.

3. Persuasive techniques of *repetition* and *rhetorical question* are the most frequently employed techniques exploited by the Imam in his attempt to change the attitudes and behaviors of his audience.

4. The least implemented technique is that of *simile* in that the Imam resorts to the implicit simile which is *metaphor*. This actually shows the high eloquence and supreme rhetorical abilities of Imam Al-Baqir.

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C. Web Resources

Web Resource (1)
http://www.saylor.org/site/wp-content/uploads/2014/01/K12ELA7-7.2.2-PersuasiveTechniquesHandout-BY-SA1.pdf
Web Resource (2)
http://www.vcestudyguides.com/wp-content/uploads/downloads/2010/09/Persuasive-Techniques-Insight-Outcomes1.pdf
Web Resource (3)
https://lazygp.files.wordpress.com/2014/04/persuasive-techniques.pdf
(Web Resource 4)
https://makarem.ir/main.aspx?typeinfo=23&lid=1&catid=30063&mid=323749
(Web Resource 5)
https://imam-us.org/islamic-awareness/islam-101/beliefs/ahl-al-bayt/imambaqir

Appendix (1)

الرواية الاولى إن الامام (ع) لما انتهى إلى دمشق ، وعلم هشام بقدومه أو عز إلى حاشيته إنه ان دخل عليه الامام قابلوه بمزيد من التوهين والتوبيخ عند ما ينتهي حديثه معه ، ودخل الامام (ع) على هشام فسلم على القوم ولم يسلم عليه بالخلافة ، فاستشاط غضبا ، وأقبل على الامام (ع) فقال له :

« يا محمد بن علي لا يزال الرجل منكم قد شق عصا المسلمين ، ودعا إلى نفسه ، وزعم أنه الامام سفها وقلة علم .. ».

وسكت هشام فانبرى عملاؤه فجعلوا ينالون من الامام ويسخرون منه ووثب (ع) فقال :

« **أيها الناس : أين تذهبون؟ وأين يراد بكم؟ بنا هدى الله أولكم وبنا يختم آخركم ، فان يكن لكم ملك معجل ، فان لنا ملكا مؤجلا ، وليس بعد ملكنا ملك ، لأنا أهل العاقبة ، والعاقبة للمتقين** .. ».

وخرج (ع) وقد ملأ نفوسهم حزنا وأسى ، ولم يستطيعوا الرد على منطقه الفياض.

(القرشي , 1992: 58)

The first narration: Imam al-Baqir, peace be on him, arrived in Damascus. Hisham knew of his arrival. Thus, he ordered his retinues to scold the Imam. Then, the Imam, peace be on him, came to Hisham. He greeted the people, but did not greet Hisham as caliph. So, Hisham was enraged. He walked towards the Imam, peace be on him, and said to him: “O Mohammed b. ‘Ali, you have divided the Moslems. You have summoned (the people) for yourself. You have claimed that you are the Imam out of foolishness and the paucity of knowledge.” Hisham kept silent. However, his hirelings began defaming the Imam and mocking him. So, Imam al-Baqir, peace be on him, said: **“O People, where do you go? Where they want to (lead) you? With us Allah guided the first of you. With us He will terminate the last of you. You have early reign. But we have later reign. There will be no reign after our reign. For we are the people of the final result. The final result will be for the pious.”**

(Al-Qarashi, 1992: 283-4)

Appendix (2)

وازدحم أهل الشام على الامام. وهم يقولون : هذا ابن أبي تراب! وكانوا ينظرون إليه نظرة حقد وعداء ، فرأى (ع) أن يهديهم الى سواء السبيل ، ويعرفهم بحقيقة أهل البيت ، فقام فيهم خطيبا ، فحمد الله وأثنى عليه وصلى على النبي صلى الله عليه وآله ثم قال: **اجتنبوا أهل الشقاق، وذرية النفاق وحشو النار، وحصب جهنم، عن البدر الزاهر، والبحر الزاخر، والشهاب الثاقب وشهاب المؤمنين، والصراط المستقيم، من قبل أن تطمس وجوه فترد على أدبارها أو يلعنوا كما لعن أصحاب السبت وكان أمر الله مفعولا.**

ثم قال بعد كلام: أبصنو رسول الله تستهزؤون؟ أم بيعسوب الدين تلمزون؟ وأي سبيل بعده تسلكون؟ وأي حزن بعده تدفعون؟ هيهات هيهات برز والله بالسبق وفاز بالخصل، واستوى على الغاية، وأحرز الخطار، فانحسرت عنه الابصار، و خضعت دونه الرقاب، وفرع الذروة العليا، فكذب من رام من نفسه السعي وأعياه الطلب، فأنى لهم التناوش من مكان بعيد، وقال:

أقلوا عليهم لا أبا لأبيكم من اللوم أو سدوا مكان الذي سدوا أولئك قوم إن بنوا أحسنوا البنا وإن عاهدوا أوفوا وإن عقدوا شدوا فأنى يسد ثلمة أخي رسول الله إذ شفعوا، وشقيقه إذ نسبوا، ونديده إذ فشلوا، وذي قربي كنزها إذ فتحوا، ومصلي القبلتين إذ تحرفوا، والمشهود له بالايمان إذ كفروا، والمدعى لنبذ عهد المشركين إذ نكلوا، والخليفة على المهاد ليلة الحصار إذ جزعوا، والمستودع لأسرار ساعة الوداع، إلى آخر كلامه.

(القرشي, 1992: 58-60)

The Syrians crowded around Imam al-Baqir, (peace be on him). They said: “That is the son of Abu Turab (i. e., Imam ‘Ali).” They showed malice and enmity towards him. However, the Imam, peace be on him, decided to guide them to the right path. He wanted them to know the members of the House (ahl al-Bayt), peace be on them. He rose among them to make a speech. He praised Allah and lauded Him. He blessed Allah's Apostle, may Allah bless him and his family, and then he said: “The people of discord, the progeny of hypocrisy, and the food of the fire kept away from the luminous Moon, the abounding Sea, the piercing Meteor, the Meteor of the believers, and the right Path. Before We alter faces then turn them on their backs, or curse them as We cursed the violators of the Sabbath, and command of Allah shall be executed.” Then, after a speech of his, he said: “Do you mock the brother of Allah's Apostle, may Allah bless him and his family? (He meant Imam ‘Ali, the Commander of the Faithful, peace be on him.) Do you slander the Commander of religion? Which of the ways do you follow after him? Which sadness do you pay after him? How far! By Allah, he (Imam ‘Ali) became prominent with priority (in Islam). He won with the outstanding qualities. He dominated the purpose. He overcame the perfidy. So, the eyes faded away from him. The necks yielded to him. He was the branch of the high progeny.” So he lied from the one who wanted to strive and was tired of the request, so he quarreled with them from a far place, and said:

Speak to them, "No father for your father" of blame or block the place of the one who blocked those people. If they build, they will build well, and if they make a covenant, they will fulfill it, and if they make a contract, they will be tightened. Then how will the gap of my brother, the Apostle of Allah, be filled? when they intercede, and his brother when they attribute, and condemn him when they fail, and Dhi Qarni treasured them when they opened, and the one who prayed on the two Qiblahs when opened? They perverted, the one whose faith is attested when they disbelieved, the one who is called to renounce the era of the polytheists when they abused, the Caliph on the cradle on the night of the siege when they were frightened, the repository of the secrets of the hour of farewell.

(Al-Qarashi, 1992: 284-5)

Appendix (3)

حضر عند الإمام الباقر (عليه السلام) جمع من الشيعة ، وقد لاحظ أنّهم من أهل الغفلة ، فخطبهم قائلاً) : إنّ كلامي لو وقع طرف منه في قلب أحدكم لصار ميّتاً ، ألاَ يا أشباحاً بلا أرواح ، وذباباً بلا مصباح ، كأنّكم خشب مسندة ، وأصنام مريدة ، ألاَ تأخذون الذهب من الحجر ، ألاَ تقتبسون الضياء من النور الأزهر ، ألا تأخذون اللؤلؤ من البحر ؟ خذوا الكلمة الطيّبة ممّن قالها ، وإن لم يعمل بها ، فإنّ الله تعالى يقول : الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ.

ويحك يا مغرور: ألاَ تحمد من تعطيه فانياً ؟ ويعطيك باقياً ، درهم يفنى بعشرة تبقى إلى سبعمائة ضعف مضاعفة من جواد كريم . آتاك الله عند مكافأة هو مطعمك وساقيك ، وكاسيك ، ومعافيك ، وكافيك ، وساترك ممّن يراعيك ، من حفظك في ليلك ونهارك ، وأجابك عند اضطرارك ، وعزم لك على الرشد في اختبارك ، كأنّك قد نسيت ليالي أوجاعك وخوفك ، دعوته فاستجاب لك ، فاستوجب بجميل صنيعه الشكر ، فنسيته فيمن ذكر ، وخالفته فيما أمر.

ويلك إنّما أنت لص من لصوص الذنوب ، كلّما عرضت شهوة أو ارتكاب ذَنْب سارعت إليه ، وأقدمت بجهلك عليه ، فارتكبته كأنّك لست بعين الله ، أو كأنّ الله ليس لك بالمرصاد . يا طالب الجنة : ما أطول نومك ، وأكلّ مطيّتك ، وأوهى همّتك ، فلله أنت من طالب ومطلوب ، ويا هارباً من النار ، ما أحثّ مطيّتك إليها ، وما أكسبك لما يوقعك فيها!

انظروا إلى هذه القبور ، سطوراً بأفناء الدور ، تدانوا في خططهم ، وقربوا في فرارهم ، وبُعدوا في لقائهم ، عمَّروا فخرّبوا ، وأنسوا فأوحشوا ، وسكنوا فأزعجوا ، وقنطوا فرحلوا ، فمن سمع بدانٍ بعيد ، وشاحط قريب ، وعامر مخرّب ، وآنس موحش ، وساكن مزعج ، وقاطن مرحل غير أهل القبور.

(يا ابن الأيام الثلاثة) : يومك الذي ولدت فيه ، ويومك الذي تنزل فيه قبرك ، ويومك الذي تخرج فيه إلى ربّك ، فيا له من يوم عظيم . يا ذي الهيئة المعجبة ، والهيم المعطنة : ما لي أراكم أجسامكم عامرة ، وقلوبكم دامرة ، أمّا والله لو عاينتم ما أنتم ملاقوه ، وأنتم إليه صائرون ، لقلتم: (يَا لَيْتَنَا نُرَدُّ وَلاَ نُكَذِّبَ بِآيَاتِ رَبِّنَا وَنَكُونَ مِنَ الْمُؤْمِنِينَ). (الحراني , 2002: 208-9)

A group of Shiites attended before Imam al-Baqir (peace be upon him), and he noticed that they were among the people of heedlessness, so he addressed them, saying: "If my words fell in the heart of any one of you, he would be dead, except for you, ghosts without souls, and flies without a lamp, you are like supported wood and flaccid idols, do you not take gold from stone, do you not take illumination from the shining light, do you not take pearls from the sea? Take the good word from those who said it, even if they do not act upon it, for Allah Almighty says: Those who listen to the word, then follow the best of it. (1)

And it is you who is conceited: Do you not praise the one whom you give to the mortal? And he will give you the immortal, a dirham that perishes with ten that remains to seven hundred times more than a generous munificent. Allah has given you a reward that is your food, your drink, your clothes, your health, and your sufficiency, and veiled you from those who take care of you, who protect you in your night and day, and answer you when you are in need, and resolve you to be rational in your test, as if you forgot the nights of your aches and fears. You asked and He answered so He deserved thanks for His beautiful deed. You forgot Him when others are mentioned, and disobeyed what he commanded.

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(1) The English translation of this speech is mine.

Woe to you, you are indeed a thief from the thieves of sins. Whenever you exhibit lust or commit a sin, you rush to it, and proceed with your ignorance of it, and commit it as if you are not in the eyes of Allah, or as if Allah is not looking for you. O seeker of Paradise: how long your sleep is, how long your ride is, and how feeble your desire is, for by Allah you are demander and required, and O fleeing from the Fire, you are truly urging your ride to it, and your earning what causes you to fall into it!

Look at these graves, in lines in the courtyards of the houses, close in their plans, they drew near in their escape, and were far away in their meeting, they were built and ruined, and they were forgotten and bereft, and they dwelt and they were disturbed, and they despaired and they left. So, who had ever heared of a distant close, near far, ruinous constructing, gloomy sociable, disturbing dweller, and homeless inhabitant other than the people of the graves.

O son of the three days: (The day you were born, the day you go down to your grave, and the day you go out to your Lord and what a great Day it is! O one who had admirable appearance, and ruined heart Why do I see your bodies are sober while your hearts are shriveled. By Allah if you had seen what you will meet, and what you will be towards, you would have said: (Would that we were sent back, and we would not reject the communications of our Lord and we would be of the believers.).

Exploring L2 Learners' Perceptions about Collaborative Learning (CL) and its Impact on L2 Proficiency in Pakistan

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Abstract

The growing knowledge in applied linguistics has informed the ELT practitioners about emerging teaching methodologies that impact L2 proficiency. With a paradigm shift in theory and practice in English language teaching, L2 leaners are taken as active participants in learning English as a foreign language. In Pakistan, CL is considered essential in developing L2 learners' target language proficiency. The aim of the present study is to explore EFL learners' perceptions about collaborative learning in L2 classrooms and its impact on L2 proficiency. Drawing on the qualitative inquiry, the present researchers have conducted semi-structured interviews EFL students in a public sector university in Pakistan. The findings of the study reveal that the students find collaborative learning in speaking and reading skills very interesting and useful in improving their L2 proficiency. Learners find themselves in a conducive environment as compared to the traditional grammar translation method; where they can use the target language with their peers which acts as a 'scaffolding' in Vygotsky's terms. The study suggests that CL improves the L2 proficiency and thus it should be implemented in the rest of the schools where the ELT is limited to older forms of teaching English as a foreign language.

Keywords: Collaborative Learning, L2 Interaction, Target Language, GTM, L2 Proficiency

1. Introduction

English as a foreign language has become an obligation to learn in almost all the countries around the globe. Many students learn English just for getting through the school exams; they do not learn it with proficiency to use the language in their daily lives. If students are provided with the environment to communicate in a target language they better use it according to the situation and social context. As Brown (2007) argued that sociolinguistics states that students should have the ability to understand and produce sentences that are not only systematic but also relevant to social contexts. Collaborative Learning focuses on using small, collaborative educational groups that help teachers improve learning in their classrooms. Teachers encourage teamwork in the classroom by giving students in groups to review their homework, make class papers every day, participate in moderated discussions, and do complete crafts (Zulfikar & Aulia, 2020).

Collaborative writing has become an important part of the writing class, and the importance and benefits are undeniable. Collaboration allows for a productive response analysis, increases productivity, ensures efficient writing of all, and saves time to make decisions. By having collaborative writing tasks, learners can cheat or get help from each other work. They also find out how to best describe the intended good which means giving and receiving help as they are meeting each other while working. They also donate their knowledge and shared decision-making resources creating and solving problems. So collaborative learning changes the environment of English as a second language learning classroom by changing a way of teaching from traditional to modern teaching techniques. In other words, collaborative learning changes the energy in a classroom where teachers used to be sources of information and students do nothing except gaining information and be passive learners. Several researchers have argued that collaboration could be used in teaching and learning as it enables students to participate in the process and if they do, they can better understand certain concepts or store information in their long-term memory. Therefore, understanding ESL students' ideas for collaborative learning is an effective way for language teachers not only to provide a relevant curriculum and environment but also to improve academic progress (Koç, 2018). The next chapter provides literature review from the previous research on this subject. It will further develop the concept of collaborative learning. The further section in the research is devoted to construct data collection and its analysis to evaluate results of the study.

1.1 Problem Statement

Interaction, collaboration, and communication are the most vital aspects to learn a second language in a classroom as no language is of any use without communication. Hence, to make L2 learners learn the target language (English language) it is necessary to provide a platform that gives them a chance to communicate. But as English is not the native language of ESL learners, they do not get an opportunity to practice or use it in an environment other than an ESL classroom. Therefore, the only option left to make them practice target language is to make ESL classroom interactive and communicative, but in a multilingual classroom community, it is not an easy task. So, interaction among ESL students and also their interaction with teachers has always been a problem in ESL classrooms where students are multilingual and belong to different linguistic backgrounds. The problem needs to focus on engaging students actively through interactive learning tasks in second language learning classrooms and keeping watchful eye on the effect of such activities on L2 learners’ second language learning proficiency. It has also been observed that students quickly realized that they were able to solve problems as a group that they would not be able to solve as individuals. The study aims to find the results that if students can be trained to collaborate and provide feedback on each other's work. When language teachers help students learn collaboratively, they have more opportunities to understand students' needs and know how they can help their students learn. Facilitation of teachers and student participation enhances students' logical thinking, networking, and communication skills. Peers work as private tutors during a collaborative class (Chen, 2018).

1.2 Purpose of Study

The purpose of the study is to gain insight into ESL students who have used a collaborative approach while learning English as a second language. The study will be beneficial for curriculum designers, book editors, and l2 educators to create activities for students to collaborate on in an ESL classroom. The collaborative approach is a preferred method of instruction from the perspective of students. Therefore, a major teaching impact from the current findings is that L2 teachers, especially L2 educators, can benefit from using collaborative activities to improve their students’ second language learning proficiency skills and allow them to learn from each other. The main aim is to analyze that collaborative assignments have a significant place in L2 classes (Abahussain, 2013).

1.3 Research Aim and Objectives

The present study aims to investigate the perceptions of ESL learners about collaborative learning tasks and the impact such activities have on their second language learning proficiency.

- To develop insight into L2 learners’ perceptions of the role of collaborative learning in improving L2 proficiency among students in Pakistan.
- To determine the perceptions of ESL learners about collaborative learning tasks.
- To investigate the effects of interactive activities on improving their English language skills.
- To determine the relationship between collaborative learning and L2 proficiency.

1.4 Research Question

The following are the research questions that are constructed for this particular study.

1. What is the perception of students towards collaborative learning?
2. What is their perception concerning CL improving their English language skills?
3. After having the opportunity to engage in CL, what are L2 students' attitudes toward CL?
4. Judging from the perception of students, what are the perceived challenges and benefits of CL for L2 learners? What difficulties do they experience when engaging in CL?
5. How much interactive learning does improve the learning quality of an L2 learner?

1.5 Significance of Study

The significance of the study can be understood by the fact that it was found students who often read alone to teachers and other students would not act independently. Thus, the concept of autonomy as separate learning was replaced by human society. Collaborative reading promotes effective learning, empowers learners, and improves comprehension as students practice collaborative knowledge. This paper tries to signify that students acquire the skills to negotiate, analyze and integrate problem-solving by building collaborative learning. Collaborative reading gives students progress and empowers more of their learning than a traditional classroom. The research wants to elaborate that collaborating on team activities has increased the motivation of L2 student and their confidence, participation, motivation, and accuracy (Shehadeh, 2011). Moreover, the growing body of knowledge in applied linguistics informs us that involving learners in a learning process creates a sense of responsibility among them and it is also very beneficial for L2 learners to know about different language learning strategies. Hence, the study will be advantageous for various students to add knowledge about L2 learning strategies, and also it will be helpful for them to know how to work with mixed cultures and multilingual peers to accomplish a particular goal.

2 Literature Review

Second language learners use their prior knowledge to decipher and decode information. Students are also able to develop new cultural and social details in this practice because they come from different families and educational backgrounds. Students have different levels of intelligence and produce different thinking. Peer training supports collaborative teaching; in other words, collaborative teaching also supports peer training. Effective use of peer training, helps teachers to identify areas of teaching that they want to improve. Bowman and McCormick (2000) pointed out that peer training provides opportunities to develop access skills through faster response and to try other strategies as a result of informal assessment. Often, acquiring language skills especially speaking skills includes vocabulary, pronunciation, fluency, and proper language. The presence of bilingual and multilingual students in an ESL classroom requires an ESL teacher to be unique and creative, who knows how to tailor the lesson plans according to the needs and requirements of students. In an ESL classroom, it is required to engage students in activities that make them collaborate and communicate at the same time. But this creates a problem for ESL students as well due to their belonging to diverse cultures and linguistic backgrounds. To communicate in the English language in a classroom full of diverse ability students has always been a problem for students. And to gather mixed ability students on a single platform that is ESL classroom, and to make them perform and improve in the second language is another challenge among many faced by ESL teachers. So, the study aims to underpin the perceptions of ESL students about interactive and collaborative tasks and the difficulties they faced during such activities, and the pros and cons of such learning strategies effecting on their L2 proficiency. L2 students can acquire this skill through regular spoken communication with others with an emphasis on speaking skills. Academically speaking is very important skill in learning and teaching a language. Researchers have agreed that among multilingual skills, speaking is the most important skill needed for communication. Most of the L2 students do not know it well and they are unable to narrate and explain topics given due to limited vocabulary, embarrassment, little enthusiasm, and the impression that L2 is not important for their future (Jiménez, 2018).

Furthermore, in studies, the majority of students are unable to speak fluently, narrate and explain topics given to them due to limited vocabulary, embarrassment of using wrong grammar, low motivation. The reasons such that L2 is not important for their future performance on tests they have done over time. For example, in those tests, when about language skills and learning styles, it was found that most of the participants were visual students who demonstrate better vocabulary exercises with graphic vocabulary, matching, and drawings in the test. Therefore, it was easy for them to understand what they saw and they learned from what they heard (Govindasamy & Shah, 2020).

2.1 Theoretical framework

Collaborative reading is encouraged because it increases communication in the classroom. Vygotsky’s social and cultural theory states that interpersonal communication enhances language development and learning through collaborative learning (Vygotsky, 1978). Similarly, Vygotsky's (1978) zone of proximal development, or the area in which a child has failed to solve a problem but he accomplishes it and solves it under the watchful eye of an adult, suggests that teachers need to do more than designing an environment in which learners discover for themselves. Students should be guided by definitions, demonstrations, and opportunities for collaborative learning. According to this view, Woolfolk, (1998) states that language learners develop their language skills where they collaborate and interact with the most advanced students. So, because collaborative learning empowers students to get the social support they need during class, teachers should use dual and group activities offering a stimulating environment in which students can use the target language. Similarly, studies argue that dual tasks, role-playing, and group activities are types of strategies the best easy to learn (Woolfolk, 1998).

2.1.1 Vygotsky and Sociocultural Theory

The purpose of Vygotsky's life was to create enough psychology to investigate to know. You mentioned that the ability is built using interaction with the topic and the world. Awareness cannot be reduced to morality or diversity, but rather it is the responsibility of the organization of the actual work. It is a system of moral order. According to Vygotsky, an important part of mental development is discovering the culture of the people they belong to. Language acquisition and the role of social communication in it also emerged as an important basis for vision. Vygotsky (1962) was indicted that language is social from the beginning of life and begins to emerge from communication. This means that language exists first with its external nature as a communication function, then internal language (internal speech) dialogue becomes one of the topics kinds of our thoughts. Vygotsky points out the importance of the cultural and social context of learning. Mental development is based on social interaction from targeted learning within an intimate developmental environment as children and the co-built knowledge of their partners. In contrast, Piaget maintains that cognitive development is largely based on independent assessment in which children build their knowledge (Verenikina, 2003).

2.2 Research from Previous Studies

The research aims to explore the minds of students and educators in depth about their perception of collaborative learning and its impact on the language proficiency. There is a four-dimensional focus; conceptual understanding, types of collaboration, learning skills, and classroom atmosphere. According to studies collaborative learning gives students opportunities to develop their interpersonal skills. When done by culturally diverse students' groups, it creates an environment that can improve their ability to participate culturally. Evaluating the development of cultural skills is a challenge or other test tools in the book; they are usually not designed for temporary projects as in this study. In such cases, self-assessment seems to be the most widely used method of measuring perceptual studies the acquisition of critical cultural skills (Appiah-Kubi & Nichwitz, 2020). Shared learning spaces are places where the communities participate in a discussion about topic of shared interests or objectives. The reason is to promote high-level data processing by allowing peer-to-peer presentation regularly. However, although L2 studies have explored the effectiveness of online forums in improving language learning outcomes are numerous; most have written, text-only forums that support written exchange (Lin, 2014). Students' ideas on the use of group discussion as a collaborative learning tool among English as a second language (ESL) students while learning reading skills shows that group discussions improve students' experiences and knowledge. Collaborative reading in the form of group discussions encouraged students to produce creative work that stimulates deep thinking. This approach to learning continues to develop interpersonal and social skills among students (Sedhu, Choy, & Lee, 2015).

A study used a standardized approach involving 31 students who took courses in subject writing and an English Teacher. Research data was collected by questionnaire and analyzed by descriptive analysis. The results showed that the students and the teacher had a good idea of the collaborative writing model in terms of comprehension concepts, types of collaboration, writing skills, and a positive learning environment. One of the most important aspects of students' perceptions of co-writing is the development of co-operation between them in the learning process (Storch 2018), which enhances their writing skills (Ismail, Lustyantie, & Emzir, 2020). The present modern world, collaborative learning (CL) and digital learning development guidelines have become increasingly powerful in the integration of teaching settings that make the role of the teacher more demanding in classroom management (Yasmin & Naseem, 2008). In any case, apart from the solid foundation of speculation and evaluation, CL has been tested to be overused in all learning environments and types of students but largely ignored aspects of teacher management that lacked guidance and support in dealing with students' behavior. The study investigates the impacts of the collaborative reading tasks as well as students' belief in interdependence and willingness to do a collaborative reading. However, inconsistent findings exist and few studies have systematically analyzed the studies that are controlled by L2 authors and hard work in the context of CL. To that end, further studies investigated the impact of peer-to-peer writing on the development of writing skills of EFL students and assessed their controlled subjects and hard work in the writing performance of CL and L2 in a long English course. Their documents before and after CL, job interviews, reference notes, and follow-up interviews were collected and analyzed. The findings revealed that students improved their writing skills after the CL intervention (Chen, 2018).

The study aims to explore opportunities to promote independence for Pakistani students through collaborative activities. The sample contains 16 teachers working at universities in the Punjab engineering field. The appropriate method and paradigm for interpretation were chosen for the current study. The role of collaborative learning in developing students 'independence is explored by collecting teachers' beliefs through less structured discussions and observing their classroom practices. The manufacturer's lens was employed to collect and analyze data. The findings show teachers’ believe that collaborative learning focuses on the independence, responsibility, confidence, motivation, language skills, and positive reliance needed to promote independence (Fatimah, Rajiani, & Abbas, 2021).

Through further studies have been done in the same context of analyzing students’ perception of collaborative learning. It was found that many disciplines shaped learning are mostly done collaboratively as the students put in pairs. These strategies include previous teacher experience, transitions to informal teaching, aspects of a teacher training program, and other social aspects. In addition to reporting contextual factors that affect teacher learning, research provides a novel way to understand and teach contextual teaching of teachers in such collaborative situations. The L2 / Second (English) use has played a major role in the successful learning of L2. However, in L2 the motive changes equally and is unstable due to the many disruptive influences, commonly known as L2 promotion. This emphasizes the need to empower L2 students in their struggle to learn L2 successfully (Wang & Vásquez, 2012). This is especially important in the well-researched context of Pakistan where L2 students’ motivations were observed, for several reasons. Using thematic data analysis, it was revealed that L2 students see that L2's responsive and collaborative teachers, L2 communication and communication systems, are helpful for their classmates. It increases their confidence, use of information technology, a place to fix their L2 mistakes, and reducing their talk about L2 can re-encourage them to learn L2 (Dang & Anh, 2017).

To further understand the motivations for student and learning behavior a questionnaire was used to assess students' interest in reading and thoughts of their learning experiences before and after the agreement period (Mansoor, Samad, & Iqbal, 2021). The section using the traditional teaching method was involved in the study as a control. The results of using collaborative education on student academic achievement and motivation were assessed by analyzing the results of pre-and post-test research and student perceptual research, while the level of collaborative learning in helping students gain a better understanding of physics concepts was evaluated by quality analysis of student magazines. Results show that the use of collaborative learning increases students' academic achievement, helps students gain a better understanding of the concepts of physics, and increases students' interest in learning (Ho & Boo, 2007).

Collaborative learning (henceforth, CL) has received strong support in educational circles over the past 20 years. This western teaching tool drastically shifts interest from teacher-focused teaching methods to student-centered learning (Abbas, Adna, & Fatalwi, 2020). Third-year EFL students at Imam Al-Kadhum University College are the target audience for this study. Participate in a strong CL-based training course based on training. The study sought to investigate their attitudes to consider its benefits if any and its potential barriers to its effectiveness. The results obtained from their analysis were grouped in the acquisition phase to address two research questions. They pointed out that the majority of participants reported that CL interventions created positive attitudes towards them. However, the findings were mixed. Few participants expressed their doubts at CL. The study examined the challenges teachers face in organizing collaborative learning in English classes at Bangladesh's tertiary level. Research also looks at areas such as "Content areas" that are difficult in CL classes and which "Skills" are the most difficult to do in CL. Teachers' responses were collected through an interview for this study (Paul, 2016).

3. Methodology

To accomplish the goal and aim of the study Qualitative research methodology has been used. Qualitative research design is considered to be an interactive approach. As the researchers wanted to dig deeper inside the minds of the participants to understand and interpret their ideas regarding collaborative learning and its influence over their L2 proficiency. So, qualitative research methodology seems to be a good method to follow. Qualitative research proposals and analyses provide a researcher with a sketch or graphic representation as a better and implementable design to follow (Maxwell, 2005). Moreover, Qualitative research approaches are contemplated different from quantitative research approaches in respect to data collection procedure, analysis, researcher interpretation, and digging out deeper conclusions. It is also stated that qualitative research methodology should get ended with the researcher's narrative comments or texts that could also be the emergence from the analysis of the results one can get during exploration (Creswell, 2014).

3.1 Research Site and Participants

The study was conducted out at the Institute of English Language and Literature at the University of Sindh, Jamshoro. The data to get results for the research purpose was collected from the students of Bachelors of studies part I and II. The participants were multilingual, having different first languages like Sindhi, Urdu, and Punjabi hence belong to different cultural backgrounds. Every participant was having a different purpose for learning English but to learn the English language as a second or foreign language among multilingual people is the similarity that they all share.

3.2 Instrument

There are a number of instruments are being used in qualitative data collection such as open-ended questionnaires, emails, and with the help of different types of interviews. Among all the other mentioned tools, interviews are most desirable for the researchers to use so that they get to know deeper about the learning experiences, feelings, and emotions and the journey of new learning experience that is of the second language. In the current study, researchers have conducted Semi-structured interviews with 10 ESL learners' participants. Semi structure interviews are very advantageous for the researcher because it provides them to create sufficient data. Semi structure interview is a type of interview which is designed with the help of a pre-planned set of the open-ended semi-structured questionnaire followed by probe questions emerging during the conversation among interviewer and interviewee. Its data generates a meaning based on the life experiences possess by the interviewee (Crabtree, 2006).

3.3 Sampling

Sampling plays a vital role in research as it determines the accuracy of the researcher's work. In case if there is something wrong with the sampling technique then it alternatively reflects onto the outcomes of the research. So, to maintain the accuracy of the research it is important to choose sampling techniques wisely. In this paper, researchers have chosen purposeful sampling. In qualitative research methodology, participants and research sites are being identified on the grounds of place and people that can be helpful to the researchers to understand the central phenomenon of the problem or research (W.Creswell, 2012).

4. Analysis

Firstly, the data was collected from 10 ESL learners (5 from BS I and 5 from BS-II) through semi-structured interviews in a time duration of 2 weeks. Then, it was analyzed with the help of "Thematic Data Analysis". Thematic data analysis is considered as the basic procedure to report the results out of the qualitative study. It is used to construct descriptions and themes from the data which portrays the diversity of perceptions from participants and gives detailed information about them and the setting (Creswell, 2014). Thematic data analysis constructs and represents themes from the data generates codes and formulates a set of themes that do not overlap (W.Creswell, 2012).

5. Results and Discussion

Students declare that CL decreases their anxiety of language usage and help them to know each other more effectively. It creates understanding among them and they do not feel fear to ask each and everything from the teacher as they solve their problems through combine tasks. But they feel fear to get embarrassed in front of a peer in collaborative tasks. In contrast, some students have the opinion that ESL classrooms are large with more than 100 students, so they do not enjoy collaborative tasks as it creates noise in the classroom, most of the class time was taken wasted in management of groups and instruction and also due to the limitation of time teachers are unable to go to each group and provide them with feedback hence their work got unchecked sometimes and they feel such tasks wasteful.

Students assert that teachers pay focus on all the skills of English language learning. However, when teachers bring activities related to writing they feel anxiety and take it as a test rather than as an activity. Some students also feel anxious to present discussed topic in front of the teacher or other students. They feel more comfortable in their groups. However, they feel CL is improving their reading, writing, and listening skills. ESL students have opinion that their speaking skills get improved when teachers encouraged them to use the English language as a medium of instruction and discussion among them, they got bound to use it that results to improve their speaking skills as language proficiency is all about usage. Moreover, when they get engaged in discussion tasks in a target language they get a chance to listen to one another that improves their listening skills too. And their reading skills got improved by having different reading tasks and they enjoy such tasks a lot rather than writing activities. They feel writing tasks are always related to their syllabus; hence they feel pressure while doing them.

In response to the question, researchers got mixed perspectives and attitudes of ESL students towards collaborative learning, which are categorized below with positive and negative aspects of collaborative learning. Some negative aspects of pair and group work for students are:

- Active learners do not give a chance to slow learners to share their views regarding topics with the teachers.
- Teachers pay more focus on active learners and appreciate them.
- Slow learners find it difficult to match the level of fast learners.
- Sometimes students are more anxious to talk to each other due to their bad experiences inside or outside the classroom.

Positive aspects of pair and group work for students:

- Learners get a platform to practice the English language.
- Learners become more aware of their learning process.
- Learners enjoy solving a particular task with the collaboration of one another and through teachers' feedback.
- They get to know about different learning strategies of one another.
- They do not get bored.
- It helps them to take responsibility for their own learning.
- Pair and group activities develop confidence among students to share their opinion.
- They get to know each other even better during communicative tasks.

One of the obvious difficulties faced by L2 learners in an ESL classroom is coping up with classmates belong to diverse linguistic backgrounds, they feel more comfortable with the members with whom they share good understanding. Any conflict with group members directly reflects negatively on their collaborative tasks as mutual understanding, tolerance to listen, and respect for one another's ideas are the crucial elements of collaborative learning. Placement of more than two active learners in a single group with one or two slow learners is another challenge faced by slow learners as they feel negligible and cannot compete with them in collaborative tasks. Sometimes students do not listen to the instructions given by the teacher results in negative impact on collaborative tasks. Moreover, fear of failure and frustration to work with unlike peers also become challengeable. However, the benefits of CL are to a great extent. CL tasks help to speak and practice the target language, it not only helps to complete a task but develops respect, a sense of independence, self-learning, and tolerance among L2 learners. They got to know about their own learning pace and become aware of different learning strategies used by peers.

However, collaborative learning is a new style of learning for ESL learners but all the learners gave a similar response that CL helps them in getting proficiency in English as a second language. Collaborative learning works most on their speaking skills because they did not get an environment to communicate in the English language outside the classroom. So while engaging in communicative tasks they always use target language that makes them habitual of using it and it advances their vocabulary too. They borrow and learn new words from each other and later use them in their speech. Moreover, some students agreed that regardless of the fear being judged during writing tasks, collaborative writing tasks not only make them collaborate, discuss, cooperate and solve a problem but it also fulfills their academic purposes. Collaborative tasks related to writing skills are usually enjoyed by those students who want to get good grades in the academic field and want to improve their writing.

6. Conclusive Remarks

Depending on foreign language teaching methods, a unique and integrated learning approach works, in line with work-based, existing, and language-based learning, as well as literary awareness. Among the objectives of the SLA, the discussion of meaning and accountability opportunities is highlighted. Affected factors include increased motivation, engagement, and entertainment, motivation, decreased fear, and embarrassment, as well as a few negative reports of risk of anxiety, safety concerns, feelings of uncertainty, and technical problems (Allaq, 2019).

In addition, second-language teaching and learning environments, or multiple elements, can represent real barriers to any form of English language learning that takes place, such as student disobedience, apathy, reluctance to work together, anxiety, and frustration. In this regard, Krashen (1981) asserted that if students' "Affective Filter" or anxiety was too high, then they would find it difficult to consider Krashen's "understandable inputs" as a learning requirement that should occur. To help students reduce their anxiety levels and learn better, it is very important to plan and create a working environment for CL. Therefore, the main focus of the current study is to investigate learners' perceptions of co-operation in language learning can create opportunities to develop language skills and build new knowledge and relationships within and outside the classroom, as well as in places where there are no classrooms. The study investigated the impact of using two collaborative learning strategies on improving oral speaking of the English language among students within the Iranian EFL. First, 72 English language students were randomly assigned to two test groups and one control group, each equal (n = 24). Language equality among members of the three groups was confirmed by results from the Oxford Placement Test. Comparisons of fluent oral points between the two treatment and control groups suggest that both methods of collaborative learning were important in supporting students' fluent English speaking, with members of the treatment group significantly superior to those in the control group (Namaziandost, Homayouni, & Rahmani, 2020).

Finally, to conclude the results that have been found through previous studies ensures that collaborative learning recently has attracted a lot of attention among teachers and teachers are considered to play a key role in motivating learners and developing interactive learning. Research findings can have implications at all levels, such as teacher training, lesson design, education management, and decision-making of the new curriculum for learning English as a second language (Kukulska-Hulme & Viberg, 2017).

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